



Office of Charter Schools

REQUEST FOR PROPOSAL

For

Green Meadows Charter School

[insert school name]

Opening in the 2013-14 School Year



This Request for Proposals for Ball State University was developed in collaboration with the National Association of Charter School Authorizers (NACSA).

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PROPOSAL COVER SHEET & ENROLLMENT PROJECTION

Primary contact:

Mary Barr Goral, Ph.D.
2517 Country Club Rd.
Nashville, IN 47448
502-553-0614
kentahtenteachertraining@gmail.com

Primary contact for facilities planning:

Daniel Baron
812-322-3384
dbaron@theprojectschool.org

Name of team or entity applying:

Green Meadows Charter School Founders Group

Names, roles, and current employment of all persons on applicant team:

Full Name	Current Job Title and Employer	Position with Proposed School
Mary Barr Goral	Educational Consultant, Director Waldorf-inspired Project, Director Kentahten Teacher Training	Educational Director
Daniel Baron	School Leader, Bloomington Project School	School Project Consultant
Brandi Smith	MS Candidate	Community Engagement and EfS Coordinator
Andrea Golden	Home Educator	Handwork Teacher
Bill Goral	Retired Teacher	Gardening consultant
Theresa Ochoa	Associate Professor, Indiana University	Board Member/University Liason
Natalie Sturbaum	Case Manager for IPMG	Life Skills Coordinator

***Does this applicant team have charter school applications under consideration by any other authorizer(s) in the United States?** ☐ No

Will an application for the same charter school be submitted to another authorizer in the near future? ☐ No

Please list the number of previous submissions for request to authorizer this charter school over the past five years, as required under IC § 20-24-3-4. Include the following information:

We have not submitted a previous request.

Provide the intended opening year for the proposed school.

Opening Year	*Geographic Community	Opening Grades	Grade Levels at Full Enrollment
2013	Bloomington Area	Pre K-5	Pre K-8

Model or Focus of Proposed School (*e.g.*, Arts, College Prep, Dual-Language, etc.), if any:

The focus of our school is social justice and environmental sustainability taught using a Waldorf-inspired curriculum and pedagogy.

***Does the school expect to contract or partner with an Education Service Provider (ESP; i.e. Charter Management Organization or Education Management Organization) or other organization for school management/operation?** ☐ No

Proposed Principal/Head of School Information, if known:

Name of proposed Principal Candidate:	Mary Barr Goral, Ph.D.
Current employment:	Educational Consultant Director, Kentahten Teacher Training Director, Waldorf-inspired Project
Daytime phone:	502-553-0614
Email:	kentahtenteachertraining@gmail.com

School Enrollment Projection

Academic Year	Planned Number of Students	Maximum Number of Students	Grade Levels Served
Year 1 (2013/2014)	340	340	Pre K -5
Year 2	390	390	Pre K-6
Year 3	440	440	Pre K-7
Year 4	490	490	Pre K-8
Year 5	490	490	Pre K-8
At Capacity (Year 4, 2016/2017)			

SCHOOL NARRATIVE

School Overview

1. Mission and Vision.

Mission

Our mission is to cultivate respect and reverence for self, one another, and the natural world as we work collaboratively to maximize the potential of the whole child. Students attending our school are taught academic subjects through the arts and real world application and learn practical skills through authentic experiences. Students graduate from our school empowered with the will, skill, capacity, and knowledge to bring about positive change for themselves, others, and their community.

Vision

At Green Meadows Charter School, students, teachers and parents foster respect, reverence, and love for people and the natural world. At our school, all relationships are grounded in respect and reciprocity. Our students are infused with a sense of social justice and environmental sustainability. Every person at our school is loved and respected and shares his/her gifts, talents and interests with the larger community. Everyone at our school experiences freedom and security to safely explore and question. Imbued in our school's culture is a desire to ignite and stoke our students', teachers', and parents' passion for learning.

Core Beliefs (See **Appendix A** for Expanded Core Beliefs)

1. We believe in fostering a respect, reverence and love for people, the natural world, for animals and plants, for the air that we breathe, and the food that we eat.
2. We honor our relationships with one another, and believe that we are here to be of service to ourselves, others and the larger community, and to create empowering conditions for our students, faculty, and parents.
3. We believe in the importance of a Waldorf-inspired curriculum and pedagogy infused with social justice and environmental education.
4. We believe in a school based on equity for all, where each individual is worthy of love and respect and has assets to share with the school and larger community.
5. We honor the environment and believe in modeling environmental sustainability through the green building where our school will be housed, the landscape around the school and the sustainable social environment that will be created at our school.
6. We believe in offering academic rigor in a relaxed, safe context. This includes the freedom and security for students, teachers, and parents to explore, satisfy curiosity, ask questions and to question with a sense of safety and responsibility.
7. We believe that by teaching all students how to acquire and construct knowledge, think creatively and critically, and apply learning, we enable each student to reach higher levels of academic potential.

2. Educational Need and Anticipated Student Population.

We anticipate a student population made up of children whose parents seek an alternative form of education. Many of today's children do not fit in a traditional public school setting. Further, some have diverse needs that may or may not be met through special education programs. Twenty-first century children require a different type of schooling – one that honors the whole child and employs a diverse set of educational methods. We anticipate our school will attract and serve a wide array of students, some with identified special education needs and others who simply need or seek an alternative.

We are considering two Bloomington sites for the school, one on the east side and one on the north side. Both sites show potential for a number of reasons. There are no schools (public or private) located in either area and both sites have ample land to support our mission of environmental sustainability. The eastside location will enable families from Brown County to attend in addition to the Monroe County families; the north location could draw families from Monroe, Morgan, and Brown counties.

We intend to enroll a diverse population of students, including students from disadvantaged families and the many families from diverse backgrounds. We strongly believe that all students deserve a choice that will best meet their needs. Our curriculum reflects a multicultural program, naturally woven into the arts and academics. We also seek students who feel disconnected from learning in traditional public school settings. Teaching to the whole child meets the needs of children who feel alienated from standardized curriculum. We will use the sibling priority policy authorized by the state to insure that families with more than one child can have their children in the same school (if space allows).

3. Education Plan/School Design.

We will draw our school's curriculum and methodology from the well-established programs taught in private and public charter Waldorf schools. The explicit purpose of Waldorf education, created by Dr. Rudolf Steiner in 1919, is to develop free, independent, moral, and creative human beings. Steiner believed this could be accomplished in several ways, such as:

- employing an integrated curriculum
- teaching to and nurturing all types of learners
- implementing a balanced school day
- teaching a developmentally appropriate curriculum rooted in the humanities
- having the same teacher stay with the children for at least a few years during elementary school (looping)
- seamlessly integrating the teaching of environmental sustainability and social justice
- placing as much value on the arts, music, handicrafts, and movement as on traditional academic subjects.

Because Steiner believed that each human being is spiritual and has a divine spark, one of the purposes of Waldorf education is to protect and feed this flame, rather than extinguish it. It was Steiner's ideal that Waldorf schools educate the heart, soul, and mind of every child.

Integrated Curriculum

In Waldorf schools, students do not learn in a fragmentary fashion, nor is the curriculum prepackaged. Waldorf education employs theme-based instruction through the daily *main lesson*. The main lesson is taught every morning for approximately two hours and focuses on reading and composition, mathematics, science, history, or geography. If, for example, a fourth-grade class is studying fractions, they will spend two hours each day for three to four weeks on this topic. During the two-hour main lesson, nearly all other areas of the curriculum will be woven into the topic, including music, movement, art, storytelling, drama, reading, and writing. As mentioned, students do not learn in a fragmentary fashion, but in an integrated, holistic manner (see Sturbaum, *Transformational teaching: A study of Waldorf education*). Steiner was passionate about teaching children a curriculum in which all subjects connect and interweave, where nothing is isolated or in a vacuum, and where every part is a part of the whole (Reinsmith, 1989). "Feeling the whole in every part, children discover how they are knitted right into the fabric of the physical world and its mysteries" (Richards, 1980, p. 76).

Using the Arts to Reach all Learners

In addition to teaching a curriculum that allows students to study a subject deeply, Waldorf schools, from their inception, have offered a curriculum designed to nurture all of the multiple ways that children learn. Eisner (1994, p. 83) states that Waldorf schools "pay... serious attention to the use of multiple aptitudes and the development of diverse forms of knowing." In most main lessons, children sing, recite verses, move rhythmically, draw, write, read, and listen. Eric Jensen (2001) who has written extensively about integrating

the arts into academics states, “The arts enhance the process of learning. The systems they nourish, which include our integrated sensory, attentional, cognitive, emotional, and motor capacities, are, in fact, the driving forces behind all other learning” (p. 2). Following the main lesson, students work on their skills in mathematics and language arts and participate in special classes such as handwork, gardening, singing, foreign language, instrumental music, painting, physical education, and Eurythmy. By working with the hands and moving with the body, children are given a balance between the academic and the more visual/kinesthetic way of learning (Koetzs, 1989; Ogletree, 1974).

Technology is viewed as both a fine art and a practical art. Using technology to create products with beautiful designs is an artistic process and using technology for research, writing, technical design, mathematics, and science is a practical art.

The artistic methods used in Waldorf schools have also had great impact on students with special needs. For the past three years, one of our founding members has integrated Waldorf-inspired methods into lessons taught at a private school for exceptional learners. She used storytelling to teach academic subjects and used the arts to further enhance the content. Preliminary data shows that students are more engaged in the learning process, are better able to remember details, and have improved their writing skills (Goral, 2012).

Balanced Curriculum and Day

Waldorf schools emphasize a rhythm throughout the school day. Not only is the curriculum balanced, but the activities of the school day are balanced as well. There is a certain rhythm and flow to the day that takes into consideration the child’s own inner rhythm. For example, during the main lesson, active movement is followed by listening to a story. Because Steiner believed that “head” learning should be followed by “heart” learning, (due to the physiological demands of intellectual learning and the therapeutic role of the arts) the main academics are taught at the beginning of the day, followed by the artistic and physically active subjects, taught during the middle and last parts of the day. There is a certain breathing in and out throughout the day. Waldorf educators recognized the need for periodic movement throughout the day long before modern neuroscientists discovered the importance of frequent movement for brain development and cognitive development (Jensen, 2001). Each of these components is essential for deep understanding and engagement in the learning process.

Developmentally Appropriate Teaching

Academic subjects in Waldorf schools are arranged in a sequence to be compatible with the child’s cognitive or psychological development. According to Steiner, this sequence follows the evolution of human consciousness, which in turn parallels the awakening of the child’s own inner consciousness. For example, the 8th grade humanities curriculum in a Waldorf school teaches students about Revolutions (including the American, French, and Russian), as this matches perfectly with where 8th graders are in their development. They question everything, especially adult authority! The study of Revolutions meets them in a developmentally appropriate manner. Each grade offers the students a developmentally appropriate curriculum. In first grade, children learn content through fairy tales, then in second grade they learn through fables and legends. Creation stories from around the world are taught in third grade followed by Norse myths and Greek mythology in fourth and fifth grades. Sixth graders learn about the Middle Ages and Roman times, seventh graders focus on the Renaissance, and eighth graders study Revolutions and history to the present time. At Green Meadows Charter School, we will adjust the themes to align with Indiana’s Standards and the Common Core Standards.

Textbooks are generally not used, except perhaps for mathematics in the upper grades. Teachers develop their own materials, drawn from a rich compilation of Waldorf -inspired curriculum and information from online sources, to identify powerful, research-based lessons. Students also learn essential content through storytelling and biographies. Pupils write and illustrate their work in “main lesson books,” which contain examples of their best work and the key concepts learned throughout the main lesson. These books help teachers evaluate the students’ progress and become a valuable resource for showing growth over time. Notably, recent research conducted comparing standardized test scores between Waldorf Charter Schools and

schools of similar demographics in California show that second grade Waldorf students perform slightly below their peers, whereas fourth grade students are about equal in performance. However, by eighth grade, they matched the top ten percent of their peers, region and county wide, while they well outperformed the average scores statewide on the CST. This pattern held true when looking at Language Arts and Mathematics scores (Oberman, 2008).

Assessment

At Green Meadows Charter School, our children will be assessed using formative and summative assessments, a variety of alternative assessments, as well as the required assessments, such as ISTEP+, IREAD-3, IMAST, ISTAR, NWEA, and ECA. Both formative and summative assessments are imbedded in Waldorf education. For example, teachers observe students daily in the morning circle and when appropriate, take anecdotal notes regarding any notable needs a child might have or significant gains/improvements. Formative assessments will be taken on students' daily work in mathematics and language arts. In addition, teachers will use students' main lesson books as a type of summative portfolio of student work. A main lesson book is a student-made text that contains samples of content learned in each unit of instruction. For example, a main lesson book from a block (unit) on Indiana History, would have illustrations of early shelters, time lines of historical events, essays on historical figures, hand-drawn maps of Indiana, and poetry. The books are colorful and representative of a student's best work. The books are formally reviewed by teachers at the end of each 3-4 week block of instruction, but are looked at several times a week as well. Teachers are able to inform instruction by carefully monitoring and assessing the main lesson books. The books also help make students' learning visible to parents. (See **Appendix B** for sample main lesson book entries) Older children will be assessed at the end of units of study using teacher-made summative assessments that match instruction. We will hold parent/teacher conferences in both the fall and spring, where anecdotal evidence is presented, main lesson books shared, and student performance on end-of-unit exams explained. Parents receive written reports at conferences as well, and grades for students in middle school. In addition to giving single letter grades in each subject area, teachers write extensive reports for each student at the end of the year. These reports go into great detail regarding not only a student's cognitive abilities, but discuss a student's affective traits as well. (See **Appendix C** for an example of a student end-of-year report) Finally, eighth grade students will complete a capstone project on a social/environmental issue of their choice. This capstone will include a research paper and a project plan/design and will be presented to the school community.

Non-negotiable Issues

- Every child will learn to read and write proficiently by grade 3.
- The school is committed to the development of the whole child – academic, social, and emotional.
- The arts are fully integrated into all academic subjects.
- Movement is a part of every main lesson.
- Education for Sustainability (EfS) is taught at every grade in a developmentally appropriate manner and is integrated into every school day.
- Environmentally healthy products will be used to clean the school.
- Sustainable paper products (paper towel, toilet paper, copy paper) will be used.
- Whole foods will be served in the cafeteria.
- All families and guardians are welcome.
- Our garden will be fully functional and will help provide food for the students and staff.
- Foreign language will be taught starting in grade 1.
- Practical arts, including handwork, gardening, and woodworking will be part of the curriculum.
- Eurythmy will be offered to all students. (See **Appendix D** for an explanation of Eurythmy)
- High quality, naturally made art supplies, such as beeswax crayons, natural paints, and woolen yarns for handwork, will be available for all students.

Looping is another non-negotiable item. Looping is a simple concept that has received favorable attention over the years. In today's schools, looping occurs when a teacher stays with one class for at least two consecutive years. According to Grant, Johnson, and Richardson (1996), "...the most important variable in a positive

elementary school program is the constant attention of a single teacher/caregiver with whom a child can develop a predictable and meaningful relationship” (p. 15). Looping saves an average of six weeks instructional time at the beginning of each year. Classroom community is developed as students form strong bonds with their peers and teacher. Looping also allows for greater partnerships with parents, as a sense of community is instilled with the parents (family), child(ren), and teacher. Relationships deepen as the teacher remains with the same class each year, allowing teachers to grow with, and more deeply understand, their students. The strong teacher-parent bond also helps all involved work through problems instead of handing them on to a different teacher the following year. At Green Meadows Charter School, we intend to have our teachers stay with their classes ideally for three years in the elementary grades and two years in the middle school. For example, children will be with the same teacher in grades 1, 2, and 3, and with another teacher in grades 4, 5, and 6. In seventh and eighth grade, two teachers (one who is certified in math/science and one certified in language arts/social studies) will work with the students. The continuity and trust developed during this two to three-year looping will provide our students the opportunity to develop loving, connected, and meaningful relationships with an adult.

Integrating Education for Sustainability

Education for Sustainability (EfS) is an effort to bring the concepts of ecological sustainability and social justice to education. As Mathew Fox (2005) so aptly states, a world without social justice is not sustainable and a world that is not sustainable is not socially just.

In “Why Go to School?” (2007), Steve Wolk notes most school children today are *not* learning what he calls “schooling for human beings,” including a love for learning, caring and empathy, environmental literacy, multicultural community, social responsibility, peace and nonviolence, media literacy, global awareness (as opposed to learning to compete in a global economy), money, family, food, and creativity and imagination. The Waldorf curriculum addresses Wolk’s “schooling for human beings” concept and does so in an integrated manner. For example, every morning, students recite a verse where they pledge to be a steward of humanity. The stories that students hear each day in their main lesson almost always include moral values that are brought to the children through archetypes so often found in the traditional folktales, fairy tales, myths, and legends. These simple tales pose the hero or heroine in a difficult life situation, and then show how, through perseverance, honesty, and compassion, major obstacles are overcome. In addition to the traditional Waldorf curriculum, we also intend to draw upon the inspiring curriculum and instruction found in the “Rethinking Schools” literature, and use developmentally appropriate service learning projects.

The Waldorf philosophy stresses the importance of instructing students to respect and care for nature as well as one another. In addition to using what is already laid out in the traditional Waldorf curriculum to teach environmental studies, we will maintain quality EfS curriculum and instruction with the support of academic standards developed by the US Partnership for Education for Sustainable Development (http://www.uspartnership.org/main/view_archive/1), along with the curriculum materials and professional development from Shelburne Farms (Educating for Environmental Sustainability), The Cloud Institute for Sustainability Education, and our local Center for Sustainable Living. For our working garden, we will use The Edible Schoolyard (Waters, 2009) as our model. Students will work in the garden regularly, planting, harvesting, and preparing food. The garden also serves as a teaching tool for academic subjects. For example, students learn mathematical concepts through garden design and biological concepts through planting seeds and plant observation.

At Green Meadows we understand that child development is a complex blend of contexts such as human development theorist Urie Bronfenbrenner presents in his classic model for *Ecological Systems Theory*. Bronfenbrenner (1994) suggests that the individual is embedded in contexts such as family and school, and that these contexts provide the models in which learning takes place. Thus, individual development is a result of the social learning received in these contexts. In order for the individual to develop to his full potential, his surrounding contexts must be as ideal and as healthy as possible. Our goal is to build a healthy contextual learning environment where children reach their developmental potential and all aspects of the children’s development are supported; cognitive development is nurtured with age appropriate academics, social

development is nurtured through social justice education and community service, and emotional development is enhanced with the arts and environmental stewardship. Our emphasis on environmental sustainability, social justice, and the practical arts becomes our contextual environment and a foundation for learning.

4. Community Engagement.

We have established relationships with a diverse variety of community organizations. We will continue to focus on partners who allow our students to provide services to the community, engage our children in EfS learning opportunities, and provide our school with a practical need or support. The following table provides a summary of our potential partners at present, including the nature and status of the relationship.

Community Partner	Nature of Partnership	Status of Partnership
Bloomington Project School	Mentor and sister school; represented by founding member, Daniel Baron	Established
School Project Foundation	Non-profit organization guiding us through the charter process	Established
Kentahten Teacher Training	Waldorf training center for our teachers	Established
Bloomingfoods Cooperative Market and Deli	Community partner committed to food service contract	Established
Center for Sustainable Living	Advisory: EfS curriculum design and support, EfS related event planning	Established
Indiana University Service Learning Program	Community partner providing college level service learners to fulfill school staff, marketing, and volunteer needs	Established
Mother Hubbard's Cupboard Food Pantry	Committed to providing volunteer opportunities for student service learning	Established
The Boys & Girls Club	Committed to providing volunteer opportunities for student service learning	Established
Harmony School	Private School with similar philosophy, will share waitlist for recruitment	Established
Indiana University School of Education	Advisory for special education and ELL; Represented by founding member, Dr. Theresa Ochoa	Established
Bloomington Housing Authority	Identifying low income children	Established
Monroe County Public Library Children's Services	Media advisory and community resource	Established
Cardinal Theater	Community dramatic arts resource	Established
Alliance for Public Waldorf Education	Support for administrative and pedagogical assistance and networking with other public Waldorf schools	Will become members at beginning of implementation
Shelburne Farms, Vermont	Advisory for EfS, Farm to	To be determined

	School, Edible Schoolyard, and staff training	
Bloomington Playwrights Project	After school and summer program community resource	To be determined
El Centro Comunal Latino	Community resource and recruitment for Latino students	To be determined
John Waldron Ivy Tech Arts Center	After school and summer program community resource	To be determined
Head Start	Family Education and support services, possible recruitment for kindergarteners	To be determined
Monroe County United Ministries	Family Education and support services	To be determined
Gan Shalom	Family Education and Support Services	To be determined
St. Paul's Catholic Mass Latino Population	Identifying and recruiting Latino students	To be determined
Unitarian Universalist Church	Identifying and recruiting students	To be determined
Unity of Bloomington	Identifying and recruiting students	Under discussion

Waldorf-inspired education has been a part of Bloomington since 1995, through Waldorf study groups, homeschool cooperatives, and preschools, including Sycamore Spring, a Waldorf-inspired preschool that served Bloomington families from 2002-2006.

Current demand for the school has been steadily increasing since an initial call-out meeting in September 2011. We started a Green Meadows email distribution list in July 2012 to provide the community, interested families, and potential staff with updates on the school's status. We plan to launch a website in August 2012 with more information about the proposed school and its educational approach.

Area schools turn down hundreds of students annually. The Bloomington Project School is willing to share their waitlist contacts so we can initiate open houses in the early phases of student recruitment. Other alternative schools in Bloomington, including Harmony School, the Bloomington Developmental Learning Center, and Montessori School, also carry waitlists annually, indicating the overall desire for alternative school choice in our community. Finally, two members of the GMCS Founders Group are homeschool educators and will extend recruitment opportunities within the larger homeschool community.

5. Leadership and Governance.

Full Name	Current Job Title and Employer	Position with Proposed School
Mary Barr Goral	Educational Consultant, Director Waldorf-inspired Project, Director Kentahten Teacher Training	Educational Director
Daniel Baron	Educational Leader, Bloomington Project School	School Project Consultant
Brandi Smith	MS Candidate	Community Engagement and EFS Coordinator
Natalie Sturbaum	Case Manager for IPMG	Life Skills Coordinator
		Assistant Director
		Business Manager

See **Attachment 1** for full resumes and professional biographies.

6. Age and Grade Range of Students to be Enrolled

Grade Level	Number of Students					
	Year 1 2013	Year 2 2014	Year 3 2015	Year 4 2016	Year 5 2017	At Capacity 2016
Pre-K	40	40	40	40	40	40
K	50	50	50	50	50	50
1	50	50	50	50	50	50
2	50	50	50	50	50	50
3	50	50	50	50	50	50
4	50	50	50	50	50	50
5	50	50	50	50	50	50
6	0	50	50	50	50	50
7	0	0	50	50	50	50
8	0	0	0	50	50	50

Rationale for the number of students and grade levels

We have chosen to include a pre-kindergarten in order to offer the healing impulse inherent in a Waldorf-inspired education to young children and families. The pre-K helps us maintain fiscal stability and also helps us be true to the mission and vision of the school. We believe it is imperative to know our students and families personally and individually. Keeping our numbers smaller will help us with this intention. We strongly believe that we will be able to attract the number of students listed above. This year, the existing local charter school turned away well over 200 unsolicited student applicants who sought enrollment – it is our intention to fill this void. There is a demonstrated desire and need for a school that will offer a unique learning environment in Monroe County, one that is committed to place-based environmental education, the creative and practical arts, and social justice.

Section 1. Curriculum and Instructional Methods

Education Program

Program Overview

Green Meadows Charter School will base its educational program on the nearly century-old Waldorf model, developed by Dr. Rudolf Steiner in 1919. We intend to bring the Waldorf curriculum and pedagogy into the

21st century, integrating issues of social justice and environmental sustainability, as well as current educational “best practices,” such as the *Readers and Writers Workshop* model.

Waldorf education uses a developmentally appropriate curriculum rooted in the humanities. Academic subjects are taught through the arts, and a deep reverence and respect for the earth is naturally integrated into all areas of the school program. An emphasis is placed on teaching the “whole child” – body, spirit, and soul or head, hands and heart. Students do not learn in a fragmentary manner, but are taught subjects in units or blocks called the main lesson. Besides learning traditional academic subjects and the fine arts during the main lesson, students also learn the practical arts of handwork, woodworking, and gardening in classes taught after the main lesson. Skill lessons in language arts and mathematics round out the school day.

The main lesson begins the day’s study and lasts approximately two hours. Students study academic core subjects in depth during this block of time. An academic subject is normally studied for three to four weeks. During the two-hour main lesson, students begin with the “morning circle,” which includes movement, music, poetry and games, all focused on the academic subject at hand. Students then review the previous day’s content and are introduced to new material. Following this, students are given the opportunity to practice the material. They finish the main lesson by working in their main lesson books or listening to a story.

Each student produces a main lesson book for every block of study. What begins as a blank journal develops into an individual record of experiences, observations, and gained knowledge, along with hand-drawn illustrations, original poetry, and essays. The main lesson book serves as a portfolio of the student’s work.

During the main lesson, a variety of teaching methodologies are used to meet the needs of the various learning styles that make up a classroom. For example, when fourth grade students study Indiana history and geography, they experience the content through storytelling, music, movement, drama and art. Students write and study prose and poetry about Indiana history, and use math to make their own maps of their classroom, neighborhood, school, and community. Everything studied is a piece of one whole.

In addition to using the traditional model of whole class instruction, teachers also use instructional strategies such as group work, student-led presentations, and guest speakers. Perhaps most importantly, teachers meet students where they are. In other words, students have multiple outlets to learn the content and display their knowledge to the teacher. Using hands-on instruction and the arts helps meet the needs of all learners. Furthermore, because we intend to use looping at our school, our teachers will have the added benefit of really knowing each child, allowing them to provide better instruction to individual students.

See **page 4** for assessment and non-negotiables.

Research

The book *Transformational Teaching: Waldorf-inspired Methods in the Public School*, written by Mary B. Goral, one of our founding members, is an important study that specifically addresses Waldorf education in the public school setting. Dr. Goral’s book looks at public school teachers who implemented Waldorf-inspired teaching into their urban classrooms in Louisville, KY. This qualitative study found that students in these classrooms were more engaged in the learning process and were happier in school. Teachers reported that methods inspired by Waldorf education helped them build strong classroom communities and also kept the teachers’ passion for teaching alive (Goral, 2009). Ida Oberman conducted a study comparing standardized test scores between Waldorf Charter Schools and schools of similar demographics in California. This study showed that second grade Waldorf students perform slightly below their peers, while fourth grade students are about equal in performance. However, by eighth grade, the Waldorf students matched the top ten percent of their peers, region and county wide, while they well outperformed the average scores statewide on the CST. This pattern held true for Language Arts and Mathematics scores (Oberman, 2008).

A review of the methods used in Waldorf education – movement, storytelling, the arts, handwork, education for sustainability (EfS), *Readers and Writers Workshop*, critical literacy, and spirituality in education – reveals a plethora of research.

Movement. Brain-based research cites the use of movement in the teaching of academic subjects to be beneficial not only in relation to student engagement, but to student retention of material as well. According to Jensen, (2005) the part of the brain (cerebellum) that processes movement, is the same part that processes learning. A study by Reynolds (in Jensen, 2005), found that students with special needs showed significant improvement in language arts and dexterity by participating in a movement program. Movement will be integrated into the main lesson on a daily basis and students will participate weekly in physical education classes.

Storytelling. A large amount of the content will be taught through storytelling. Goral and Gnadinger (2006) discuss the use of storytelling to teach difficult mathematical concepts to young children. In their research, they found that by offering an image (from the story) for children to attach to an abstract concept, children make better sense of the material. According to Steiner (1997), young children live in their imagination, and because of this, our teaching must be delivered to them through images. Miller (2002) discusses how proficient readers construct meaning, most notably through the creation of visual images.

Music. Research on music and academics abounds and the musical arts will be present during every school day at GMCS. Students will sing during the morning circle – learning academic content through songs. They also learn to play flutes (pentatonic in grades 1-3 and diatonic in grades 4-8), and string instruments starting in grade 4. Jensen (2000) believes the musical arts are central to learning. The systems nourished by music, including our integrated sensory, attentional, cognitive, emotional, and motor capacity processes, are the driving force behind all other learning. According to Weinberger (1998), “music has the ability to facilitate language acquisition, reading readiness, and general intellectual development, to foster positive attitudes and to lower truancy in middle and high school, to enhance creativity and to promote social development, personality adjustment, and self worth” (p. 36). Music also gives buoyancy and lightness to the school day (Petrash, 2002).

Fine Arts. Art plays a significant role in the curriculum at GMCS. Students draw with crayons and colored pencils during every main lesson. They paint using watercolors at least once a week. Handwork and beeswax or clay modeling are also integrated into the academics weekly. The deep integration of the arts can be found anywhere in the curriculum, as art is not taught in isolation as a separate subject. For example, students learn the Pythagorean theorem by first drawing it. (See **Appendix E**) “The teaching of any subject, from science to history, can be enlivened and enhanced by incorporating the arts into instruction (Petrash, 2002). Further, Sylwester (1998) found that evidence from evolutionary psychology and brain sciences more and more suggests that the arts play a major role in brain maintenance and development. Finally, the arts serve as a great equalizer. They provide challenges and opportunities for students of varying cognitive abilities from all socioeconomic backgrounds.

Practical Arts. The practical arts, including handwork and woodworking, are also a part of the curriculum at GMCS. Handwork (including knitting, cross stitch, crocheting, sewing, and embroidery) is taught in all grades. Academically, knitting has been shown to positively affect children’s reading (Williams, 2011). Woodworking begins for students in fourth grade. Students learn to make usable tools, such as wooden spoons, when they are younger and furniture when they get older. The practical arts give students a sense of purpose and an understanding of where material goods come from. Schwartz (1999) states “In an age when children are too often encouraged to become passive consumers... engaging in hand[i]work can be a powerful way of bringing meaning into a child’s life” (p. 256). According to Mitchell and Livingston (1999), “Today’s students need to be taught to activate their full capacities – to apply their thinking and to see the results. They are desperately in need of developing practical skills to build their self-confidence, self-reliance, and independence” (p. 65). Finally, students are connected to the natural world through the practical arts. They experience wool, cotton and other fibers, as well as all types of wood, and learn where these products originate. Respect and reverence is fostered for all materials used and for how humans and nature work together.

Spirituality in Education. Through the curriculum and pedagogy inherent in a Waldorf-inspired education, students and teachers naturally receive the benefits of a more “spiritual” approach to schooling. According to Goral (2009) “Twenty-first century education cannot be effective, and public schools cannot thrive or even survive until certain conceptual implications rarely discussed in public schools are considered” (p. 117). Goral goes on to mention a number of educational researchers who promote soulful teaching, including Linda Lantieri (*School’s with Spirit*), Rachel Kessler (*The Soul of Education*), William Ayers (*Teaching Toward Freedom*), Parker Palmer (*The Courage to Teach*), Angeles Arrien (*The Way of the Teacher*), and Nel Noddings (*The Challenge to Care in Schools*). Each of these educators believes that honoring the whole child, creating safe places where children can learn, envisioning classrooms as places of possibility, and teaching students to have reverence and respect for themselves and the planet, all constitute a spiritual or soulful type of teaching.

Readers and Writers Workshop. Students at GMCS experience *Readers and Writers Workshop* during the 45-minute skill classes in the afternoons. Workshops are highly structured, predictable, purposeful, and well-planned. The *Writers Workshop* approach is the result of more than 30 years of work by the leaders of the Teachers College Reading and Writing Project and thousands of affiliated schools across the country. Kelley (2002) conducted a large-scale study that compared the writing process approach to the lecture, teacher-only approach. The study revealed that the quality of writing from students who participated in *Writers Workshop* was 22 times greater in a pretest/posttest assessment. Other studies have found the *Readers Workshop* approach to be similarly effective. Debbie Miller (2002) describes strategies that proficient readers use to make meaning out of a text and these strategies are ones taught during the *Readers Workshop* class time.

Curriculum and Instructional Design

1. The basic learning environment

The learning environment at Green Meadows Charter School will resemble a traditional classroom in some ways, but be quite unique in other ways. Classrooms for pre-K and primary grades will have a minimum of 750 square feet for 20-25 students while classrooms for intermediate/middle grades will have around 900 square feet for 26-28 students. Early childhood classrooms (K, 1, and 2) will have one full-time teacher and one full-time aide while students in grades 3-8 will have a full-time teacher and a half-time aide. Students are grouped according to age (i.e., first graders are 6 and 7 years old), and the same teacher will stay with the class for 2-3 years. Instruction will be classroom-based, but taught through the arts.

The physical classrooms will have desks and chairs made of natural materials (preferably wood). The walls of the classrooms will be painted using a beautiful technique called “lazing.” (See **Appendix F** for photographs of Waldorf classrooms) Furthermore, the classrooms will be uncluttered and beautiful, adorned with natural materials with no “pre-manufactured” posters. Research shows that an uncluttered learning environment helps students to better concentrate and brings down their stress levels (Jensen, 2002). Jensen further states that the classroom learning environment is essential to student success. In addition to promoting an absence of clutter, he lists pleasant surroundings, cool temperatures, aroma therapy, and the presence of plants as specific items to enhance the learning environment. Furthermore, it is crucial that the interior is beautiful. Making the interior décor aesthetically pleasing “builds into children a sensitivity to subtle relationships, to harmony, and [to a] balance that will underlie their sense of self, learning, life, and even a society to work toward” (Byers, et al, 1996, p. 40). The Council of Educational Facility Planning International believes the conditions of school facilities might more strongly affect student performance than the combined influences of socioeconomic status, family background, student behavior, and school attendance (Guevara-Stone, 2003).

The paints and stains used in the building will be low VOC so as not to pollute the indoor air with toxins. Experts estimate that children spend approximately 85% of their time indoors, including about seven hours a day in school. Epidemiologists believe that polluted indoor air due to chemical off-gassing has increased the rate of allergies, asthmas, and respiratory diseases (Learning the Hard Way, 2002). We will use natural lighting whenever possible and when necessary, we will use full-spectrum lighting (rather than fluorescent lighting). Current research shows that the flickering in fluorescent lights exacerbates hyperactivity in students

with ADHD (Jensen, 1998) Furthermore, Jensen reports a study where children exposed to full spectrum lighting missed 65 percent fewer school days and were in overall better moods.

Because we believe in environmental sustainability, our physical building will reflect this philosophy. All flooring materials will be natural and made using sustainable practices. For example, rather than having vinyl on the floors, we will use marmoleum, a natural linoleum made of linseed oil, pine rosin, wood flour, natural color pigments and jute. According to David Orr (1999), the current design of school buildings has little to do with the process of learning. Orr relates that a school in Denver feels and looks the same as a school in Columbus, Ohio. In other words, few of our schools reflect the locale in which they are built.

Finally, our outdoor spaces will be part of the children's learning environment. The gardens, meadows, and woodland areas will serve as classrooms for our children and greater school community. Using the place-based education model, our students will learn about the environment where they live. Wendell Berry believes that "we are involved in a profound failure of imagination... Most people cannot imagine the forest and the forest economy that produced their house, their furniture, and their paper..." (Berry in Sobel, 2004, p. i). According to Bair (2003), our children need to create their own relationship with the environment and see the connection between themselves and the earth so they can learn to hold reverence for all things from the natural world. If this relationship is developed early, our children are more likely to become advocates for the environment.

Food Service. In keeping with our theme of education for sustainability, we are seeking a quality food service that will nourish our children's brains and bodies, along with taking a sustainable approach by using real (not disposable) dishes, and sourcing local and organic food when feasible. After our gardens are established, we will incorporate the Edible Schoolyard concept (Waters, 2008), into the lunch program, extending the learning environment further with kitchen and food preparation.

2. Provide an overview of the planned curriculum.

See **Attachment 2** for a sample course scope and sequence for fourth grade Math and seventh grade Science.

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade
Language Arts Oral Storytelling (fairy tales); Retelling stories; Introduction to letters; Phonics; Reading on or above grade level; Writing words and sentences Mathematics Quality of Numbers; Basic Facts up to 10; Number Sense Science Nature Studies Education for Sustainability (EFS) Games; Socialization Practical Arts Handwork; Cooking; Gardening; Cleaning Fine Arts Singing; Painting; Drawing; Eurythmy; Beeswax Modeling Technology	Language Arts Oral Storytelling (fairy tales); Retelling/Sequencing stories; Phonics and phonemic awareness - letter blends; Reading at or above grade level; Poetry; Spelling; Writing sentences and paragraphs Mathematics The 4 Processes; Basic Facts up to 100; Beginning Place Value; Geometric Drawing through Form Drawing and Eurythmy; Measurement through practical activities (Gardening, Handwork) Science Nature Studies EFS Gardening; Service work Practical Arts Handwork; Cooking; Gardening; Cleaning Foreign Language	Language Arts Storytelling (fables and legends); Retelling/Sequencing stories; Comprehension; Reading at or above grade level; Phonics and Phonemic awareness; Writing - opinion, informational, and narrative pieces; Spelling; Grammar; Poetry; Drama Mathematics The 4 Processes; Basic Facts to 144; Place Value; Higher Level Algorithms; Geometry through Form Drawing and Eurythmy; Measurement through practical activities Science Nature Studies EFS Gardening; Service Work Practical Arts Handwork; Cooking; Cleaning Foreign Language Spanish	Language Arts Storytelling (Creation Stories from around the world); Reading at or above grade level; Decoding words with prefix and suffix knowledge; Spelling; Grammar; Poetry; Drama; Writing - opinion, informational, and narrative pieces; Spelling; Grammar Mathematics Basic Facts to 144; Place Value; Higher Level Algorithms; Measurement; Time; Money; Geometry through Form Drawing, practical work (i.e. Gardening) and Eurythmy; Prime Numbers Science Gardening; Farming; Building EFS	Language Arts Storytelling (Norse Mythology); Biographies; Reading at or above grade level; Writing - opinion, informational, and narrative pieces; Drama; Poetry Mathematics Basic Facts to 144; Fractions (with all 4 operations); Decimal Fractions; Higher Level Algorithms; Place Value to 100,000; Geometry (area, perimeter) through Form Drawing and Eurythmy; Averaging Science Zoology Social Studies Indiana History; Local and State Geography EFS Gardening; Service Work

Physical Education	Spanish	Fine Arts Singing; Pentatonic Flute; Painting; Drawing; Form Drawing; Beeswax Modeling; Eurythmy; Folk Dancing	Gardening; Service Work; Building Projects	Practical Arts Handwork; Woodworking; Cooking; Cleaning
	Fine Arts Singing; Pentatonic Flute; Painting; Drawing; Eurythmy; Form Drawing; Beeswax Modeling	Technology	Practical Arts Handwork; Cooking; Cleaning; Building	Foreign Language Spanish
	Technology	Physical Education	Foreign Language Spanish	Fine Arts – Singing; Recorder; Painting; Drawing; Form Drawing; Eurythmy; Clay Modeling; String instrument
	Physical Education		Fine Arts Singing; Diatonic Flute; Painting; Form Drawing; Eurythmy; Beeswax Modeling; String instrument	Technology
			Technology	Physical Education

Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade
Language Arts Extended skills; Stories of ancient cultures; Greek myths; Reading at or above grade level; Writing - opinion, informational, and narrative pieces; Drama; Poetry; Grammar; Spelling Math Advanced skills (higher level algorithms); Decimals; Fractions; Metric System; Geometry through free-hand geometric drawing and Eurythmy; Formulas Science Botany; Zoology; Natural World Social Studies Greek history; Ancient history; US Geography; US History and Government EfS Service Projects; Gardening; Nature Studies (Earth Science) Foreign Language Spanish Practical Arts Woodworking; Handwork; Gardening Fine Arts Recorder; Orchestra; Singing (choir); Eurythmy; Painting; Drawing; Clay Modeling Technology Physical Education	Language Arts Biographies; Extended skills in Grammar; Spelling; Writing - opinion, informational, and narrative pieces; Drama; Poetry Math Pre-Algebra; Percentage; Interest; Profit/Loss; Geometric drawing; Geometric Formulas Science Gardening; Geology; Physics; Astronomy Social Studies Roman History; Troy; World Geography; Crusades; Medieval Life EfS Service Projects; Gardening Foreign Language Spanish Practical Arts Woodworking; Handwork Fine Arts Recorder; Orchestra; Choir, Eurythmy; Painting; Drawing (black and white drawing, shadows); Clay Modeling Technology Physical Education	Language Arts Biographies; Arthurian Legends; Reading and Writing Poetry; Creative Writing; Informational Writing (research reports); Narrative pieces; Drama; Poetry; Advanced Grammar and Spelling Math Business Math; Graphing; Pre- Algebra/Algebra; 2-D Geometric drawing and theorems Science Physics; Chemistry; Gardening; Intro to Physiology; Health; Nutrition; Astronomy Social Studies Renaissance; Reformation; World Geography EfS Gardening; Service Projects Foreign Language Spanish Practical Arts Woodworking; Handwork Fine Arts Recorder; Orchestra; Choir; Eurythmy; Drawing; Painting; Clay Modeling Technology Physical Education	Language Arts Short stories; Story elements; Shakespeare; Writing – Short Stories, Essays, Research Reports, Poetry, Grammar, Spelling Math Algebra; Set Theory; 3D Geometry; Solid Geometry; Practical Math Science Chemistry; Physics; Human Anatomy and Physiology; Thermal Physics; Meteorology Social Studies US History; Current events; Biographies of great Americans; Revolutions around the world EfS Service Projects; Gardening Foreign Language Spanish Practical Arts Woodworking; Handwork Fine Arts Recorder; Orchestra; Choir; Painting; Drawing (3D; Clay Modeling; Eurythmy Technology Physical Education

(See **Appendix G** for a list of main lesson block rotations)

3. Summarize curricular choices.

At GMCS, teachers do not use textbooks (except for upper grades mathematics), but instead create lessons based on the Waldorf curriculum using resources drawn from a variety of sources. As previously mentioned, students actually create their own textbooks in the form of main lesson books. These main lesson books become resources for the students based on the subjects studied. The detailed explanation below gives an idea of the curricular choices for the four major academic subjects as well as technology.

Language Arts Curriculum

Green Meadows Charter School believes learning to read well is the cornerstone of creating equitable outcomes for our students. While listening, reading, and writing are integrated into every aspect of our curriculum, they are highlighted here to show how GMCS will develop students' literacy skills through an integration of *Readers and Writers Workshop* and the traditional Waldorf core practices of the main lesson, the main lesson book, and afternoon skill classes. Teachers also draw upon the well-researched methods of teaching language arts, including the *Whole Language* method and the *Five Block* method. (See **Appendix H** for a list of teacher resources)

Kindergarten/First Grade

- Literacy instruction begins with the strengths students already bring to school – oral language. The focus on oral language development happens through daily listening to artistically told stories. Stories are drawn from anthologies of fables, fairy tales (Grimm) and nursery rhymes.
- In the Waldorf tradition, teachers use alliteration in verses, songs, riddles, tongue twisters, and poems as well as games to encourage phonemic awareness development with the whole class. Being cognizant of English Language Learners, teachers will build each student's ability to recognize English phonemes that correspond to phonemes they already hear and produce in their primary language at home and in the community, as well as English phonemes that do not correspond to sounds students hear in their native language.
- In keeping with the Waldorf tradition of teaching from whole to part, teachers will move from the holistic verbal wordplay and storytelling to the more concrete and specific research-based *Readers Workshop* strategies for blending and segmenting words orally. This integrated process allows the teacher to address listening, speaking, and viewing skills, which are all part of getting students prepared to read. Teachers will enhance students' phonemic awareness capacity through a unique Waldorf method called Eurythmy (See **Appendix D**), in which speech and music are expressed through bodily movement. Specific gestures represent spoken sounds, both vowels and consonants.
- In addition to interactive activities to build phonemic awareness, students are invited to discuss the stories they listen to in order to practice beginning comprehension skills, sequencing skills, and oral articulation skills. Students are encouraged to respond to the literature they are exposed to by making personal connections to the text. They also make predictions and clarify their understanding of the text through these discussions.
- The above activities are drawn from the *Readers Workshop* materials that support comprehension strategy instruction. During this time students build their skills at retelling the story (summarizing, drawing inferences, and sequencing events in the story). Students have access to leveled library and trade literature as well as pre-decodable texts that provide the opportunity to practice blending strategies and high frequency words they are learning.
- Moving from the whole to part, the teacher builds on the oral language work to introduce students to the alphabet through multicultural stories and fairy tales. Using their main lesson books, students make drawings of letters suggested by the sounds or names of objects from the story. (See **Appendix I** for a letter picture) Students practice their writing and penmanship by transcribing sentences taken from oral stories.

- Students also experience writing through the daily skills class called *Writers Workshop* (explained in detail in above research piece). Writing sentences, paragraphs, and stories from personal experience and from stories heard make up the bulk of this practice period.
- GMCS's goal is that by the end of first grade, students will be able to recognize letter sounds and blends, will have mastered the majority of the first 100 standard sight words, and be able to read with sufficient accuracy and fluency to support comprehension.

Second/Third Grade

- Students at this grade level are working toward building solid reading, writing, listening, and thinking skills. Using the strategies and structures introduced in kindergarten and first grade, students continue to use oral storytelling to authentic reading and writing practices.
- Activities and texts for practice are taken from anthologies of legends and fables for second grade (Aesop, Celtic legends) and from multicultural creation stories for third grade, and from the literature suggested and provided in the attached appendix. (See **Appendix H** for a list of teacher resources)
- The emphasis is on knowing and applying grade-level phonics and word analysis skills in decoding words. Decodable texts provide opportunities for students to practice their growing decoding skills. While continuing to work on their word recognition skills, students are experimenting with word play and curious about how words that capture their attention – synonyms, homonyms, antonyms, and palindromes – work. The teacher uses the excitement and curiosity at this stage to introduce word parts, as in roots and prefixes.
- Systemic word study in which the student is able to make strong, explicit connections between decoding, spelling, and vocabulary becomes more prominent in the third grade. In a systemic and sequenced way, students use the tools of word study to build word consciousness as they learn more about how words work – spelling patterns and common prefixes and suffixes. Students are introduced to grammar and punctuation through storytelling and games. Writing continues through daily skills classes in *Writers Workshop* and in writing in their main lesson books.
- As a result of the literacy activities, GMCS's ELL students will be able to recognize common English morphemes in phrases and simple sentences. They will be able to demonstrate an internalization of English grammar, usage, and word choice by recognizing and correcting common errors English learners make when speaking or reading aloud, especially with plurals and word endings, which represent different syntactic structures between English and their native language.
- GMCS's goal is that students will leave the third grade being able to read and write on or above grade level texts with accuracy and understanding.

Fourth/Fifth Grade

- Building on the students' growing decoding skills, teachers at this stage of GMCS's education program emphasize vocabulary development and comprehension skills. Students read from a variety of texts – respected fiction, rigorous non-fiction, and articles from magazines and newspapers.
- Readings can be drawn from the traditional Waldorf curriculum of Norse mythology, ancient civilizations and Greek mythology, or from students' interests. Students use these texts to strengthen their comprehension skills, including looking at text structures and the structure of the author's argument or thesis. They learn these skills through classroom discussion during the main lesson period and through skills periods that feature *Readers and Writers Workshop*.
- As a result, GMCS's ELL students will be able to use text structures to enhance their reading comprehension and writing skills. They will be able to recognize simple idioms, analogies, figures of speech, and metaphors in literature and texts.
- Students' writing instruction, which takes place during main lesson as well as *Writers Workshop*, focuses on writing opinion pieces where they support a point of view, writing informative pieces to convey information, and writing narratives to develop real and imagined experiences.

- GMCS’s goal is that its students leave fifth grade with the foundation of academic literacy and critical thinking skills, able to read and write on or above grade level.

Sixth, Seventh, and Eighth Grade

- **Reading.** Students will read books in a range of styles and give verbal summaries of the main content. They will give written summaries of books, highlighting main characters and events in the narrative. Students will be able to compare and contrast a text (e.g. characters, genre, cultural differences, fact or fiction) and determine cause and effect relationships. They will be able to confirm the meaning of figurative, idiomatic, and technical language using contextual cues. Students will use books as references and resources for research projects and will be able to use other resources aptly, including the thesaurus, dictionary, and foreign language dictionaries.
- **Writing.** Students will be able to write formal business letters and letters of inquiry. They will learn to write in different styles including an account of a scientific experiment, a personal reflection, descriptive writing evoking a mood, short stories, and poems. Students will produce a wide variety of expository, descriptive, and narrative writing. They will follow outlines as they write original research papers that state a thesis, develop the thesis, and provide a concluding statement supporting their point of view. Newspaper reports, business and practical compositions, and an original short story will be drafted, revised, and rewritten. Students will write a personal experience narrative that develops a story line in a sequence that is clear and uses figurative language and descriptive words and phrases. They will use logical sequence and provide support through facts, details, examples, and descriptions that are appropriate, directly related to the topic, and cite sources appropriately.
- **Speech and Drama.** Students will debate and discuss historical problems, current events, and classroom issues. They will accurately retell and/or dramatize stories and experiments. Choral speaking will continue to be offered and will include passages from important historical texts, eye-witness accounts of important world events, authors, playwrights, and social/political leaders such as Shakespeare, Arthur Miller, and Martin Luther King, Jr. Students may produce a Shakespearean or modern play.
- See **Attachment 4** for eighth grade exit standards in Language Arts.

Math Curriculum

As is the case in literacy instruction, the mathematics curriculum in the early grades is not based on a text series, but on the historically proven Waldorf curriculum, backed by teacher resources. We suggest that teachers use the well-researched “Elementary and Middle School Mathematics” by Van de Walle, et. al (2010), as well as mathematics methods text “Helping Children Learn Mathematics” by Reys, Lindquist, Lambdin, and Smith (2009). When students reach fourth grade, we intend to use the Singapore Math Curriculum in addition to main lesson blocks that focus on specific mathematics topics.

Kindergarten, First Grade

- Kindergarten students come to school already possessing a certain number sense based on their personal experience. Teachers first begin by helping children enhance their number sense through learning about the quality of numbers. Books such as Dorothy Harrar’s “Teaching Mathematics in the Elementary Grades” and “Active Arithmetic” by Henning Andersen will be available for teachers’ use. (See **Appendix H** for a list of teacher resources)
- This is followed by a development of number sense, including counting, patterning, grouping, and classification. Students also learn to read and write the numbers through number stories and practice.
- Next comes the introduction of the four processes. In the traditional Waldorf curriculum, students learn addition, subtraction, multiplication, and division together, rather than separately. Students are introduced to these processes through stories and learn the basic facts to 100 through movement, music, poetry, and traditional paper and pencil skill work.

- Other math concepts, such as measurement and geometry, are learned through the Waldorf subject of form drawing. (See **Appendix J** for an explanation of form drawing)

Second and Third Grade

- Students are now ready to begin the study of place value. A thorough understanding of place value is necessary if computational algorithms for addition, subtraction, multiplication, and division are to be used in a meaningful way. Teachers again use story to introduce this concept. By using stories to introduce abstract mathematics concepts, students are better able to understand and engage in the material (Goral, 2006). Teachers also use many different models in order for students to get a firm grasp of this concept.
- The teaching of higher-level algorithms can now begin. Again, teachers use a variety of examples gleaned from well-researched methods (Van de Walle, et. al 2010; Reys, et al, 2009).
- The memorization of basic facts through 144 helps students with the above-mentioned algorithms and with mental math, a practice that occurs daily.
- Measurement, time, and money are topics learned through hands-on projects such as building actual structures and giving students opportunities to sell things they have grown in the garden.
- Geometry again is learned through Form Drawing classes. Further, geometry and measurement are learned in the creation of square foot raised garden beds.
- Informal work with fractions occurs in Form Drawing classes and through building projects and cooking.

Fourth and Fifth Grade

- Students are introduced to an in-depth study of fractions through stories, poetry, music, movement, and art. They learn to add, subtract, multiply and divide fractions first in a concrete pictorial way (see www.pythagacus.com) and then by learning the traditional algorithm.
- Decimal fractions are then introduced, which leads naturally into a study of decimals.
- A thorough study of long division is brought to students at this time. Again, students learn long division through story, poetry, music, movement, and art. They use manipulatives and learn from the whole to the part, or concrete to semi-concrete to the abstract algorithm.
- Measurement is taught through Form Drawing and local and state geography. Geometry is also taught through Form Drawing first, then through geometric drawing.
- In fourth grade, students begin using textbooks, and as previously mentioned, we have chosen Singapore Math, as we believe it best fits with the Waldorf method of instruction.
- Continued work with higher-level algorithms, mental math and advanced place value takes place in both grades.

Sixth, Seventh, and Eighth Grade

- Students will use the Singapore math series in their skills classes on a daily basis. This is also the time for any remediation or advanced study to occur.
- An in-depth study of geometric drawing (two-dimensional) takes place in sixth grade. Teachers can refer to the book *Geometric Drawing in the Waldorf School* by Herman Von Baravelle. Seventh graders study two-dimensional geometry and learn formulas for a variety of figures. Eighth graders learn three-dimensional and solid geometry along with formulas and theorems.
- Business math, including the study of profit/loss/percentages/interest is taught along with the actual hands-on project of fund raising for service work.

- Students are introduced to pre-algebra in sixth and seventh grade and Algebra in eighth grade. This study takes place in an in-depth manner in main lesson blocks as well as in the math textbook.

Science Curriculum

The Waldorf science curriculum begins with nature studies in the primary grades. This includes the study of plants, animals, the moon, sun and stars, and weather patterns. We intend to integrate our Education for Sustainability (EfS) curriculum with nature studies for the younger children. This work is based on research conducted by Sobel (*Place-Based Education*), Bourne (*Taking Inquiry Outdoors*), and Cornell (*Sharing Nature with Children*). Please see section on **Supplemental Programming** for a description of our EfS curriculum. Beginning in fourth grade, students have the opportunity to delve deeply into the scientific study of zoology, followed by botany and more zoology in fifth grade. State standards also require that fifth grade students study both physical and earth science. The physical science standards will be covered in math class as well, and the earth science standards can be found in the EfS curriculum. Geology and physics are covered in sixth grade; chemistry, astronomy, health and physics in seventh grade; and meteorology, anatomy, physics and chemistry in eighth grade. Each of these units of study is supported by a number of texts, specifically written for the Waldorf main lesson.

The above mentioned science main lessons for the upper grades are characterized by a phenomenological approach. Students observe and participate in experiments and activities, conduct their own experiments, and write and illustrate these in their main lesson books. Teachers also tell students biographies of famous scientists in order to familiarize students with the humanity behind the science. Students read and analyze science/technical literature, with an eye for key ideas and details. Furthermore, students are asked to read and research certain scientific topics and learn to distinguish among facts in order to summarize findings.

Social Studies Curriculum

The early grades (K, 1, and 2) social studies curriculum is interwoven with the EfS curriculum. The focus is community, including community building in the classroom, community service, and a study of the local community. Beginning in third grade, students engage in a multicultural study of creation stories. These stories from around the world give students a sense of the global community. Stories are drawn from Native American, African, Asian, South American, and European sources. (See **Appendix H** for a list of teacher resources) Fourth graders embark on a study of local and state geography/history. Stories and mapmaking, music, movement and poetry are the means through which students learn the material. David Sobel's "Mapmaking with Children" along with classic books about Indiana History by Indiana authors (such as Alice of Old Vincennes), help teachers in the design of this main lesson block. Fifth graders study ancient civilizations, including India, Persia, Mesopotamia, Egypt, and Babylon. They also study Greek History and the beginnings of government and economics. US History, Government, and Geography are also covered. Texts include "A History of US" as well as selections available in the teacher resource section. Sixth graders delve into the study of South American geography, Roman history, the Crusades, and the Middle Ages. Texts available for teachers include Roy Wilkinson's *Teaching History; The Ancient Civilization of India, Persia, Egypt, Babylonia*, as well as others listed in the teacher resource section.

In seventh grade, students study the Renaissance, the Reformation, and African/Asian Geography. Texts available to guide teachers' development of this curriculum include Betty Staley's *Hear the Voice of the Griot* and Charles Kovacs' *The Age of Discovery*. Finally, eighth graders study Revolutions from around the world, Asian geography, and US history from the explorers to present day. The text series "A History of US," is an excellent resource for teachers, as are any of the books by Charles Kovacs.

The main lessons for these social studies blocks are characterized by the telling of biographies of famous people from that period of history. Students write essays and poetry and make timelines, maps, and illustrations for their main lesson books. They study music, art, and poetry of the time. It is a thoroughly integrated way of teaching that engages students and meets the needs of all learners.

Technology

At GMCS, technology use will increase as the students advance through the grades. Because young children are sensitive to the visual and auditory stimulation that surrounds them, it is important to keep in mind that the majority of literature suggests that very young children learn less from technology than from real-life experiences (Anderson & Pempek, 2005).

Kindergarten and First Grade

Students in kindergarten and first grade use technology to publish their writing, to make designs and pictures to accompany stories, and to practice language arts and math skills.

Second and Third Grade

Second and third graders also use technology to publish their writing, make designs, and practice math and language arts skills. In addition, they now learn to use technology to help design practical projects, such as the school garden and small structures (i.e. garden sheds), which are part of the third grade curriculum.

Fourth and Fifth Grade

As students mature and begin to do more detailed writing, they learn to use the computer for research as well as publishing. Students also use technology to aid in their study of botany and zoology.

Sixth, Seventh, and Eighth Grade

Middle school students delve even more deeply into research for reports and presentations and learn to use technology for multimedia presentations. They are introduced to graphing calculators in mathematics, design programs for geometry, and detailed science applications for virtual experiments.

Physical Education

The value of movement in life in general and specifically the school setting, goes well beyond physical health benefits. Children experience positive impacts academically, socially, psychologically, and developmentally (Jensen, 2005). Thus movement holds an invaluable place in the overall Waldorf curriculum. With these varied benefits in mind, the Physical Education curriculum will include key components (see **Appendix K**), all taught at a developmentally appropriate level of understanding and involvement.

5. Primary instructional strategies.

Waldorf-inspired instruction uses a variety of instructional strategies that meet the needs of all learners. The instruction in the main lesson is primarily teacher-led, but incorporates a number of methodologies akin to Gardner's (1993) multiple intelligences. Students begin their day with the morning circle, which involves the kinesthetic, musical, interpersonal, linguistic, and mathematical intelligences. Following the morning circle, the teacher leads a review of the previous day's content. The review uses a variety of instructional strategies and the teacher ideally rotates these strategies so as to keep and hold the children's interest. For example, students can review a story by acting it out, using verbal recall, drawing their favorite part of the story, or using other artistic media to represent the story. Other strategies such as "think, pair, share" or "jigsaw" are also used. Following the review, the teacher delivers the new content through a story, biography, or demonstration. Students are then given the opportunity to practice what they are learning. For example, if students are studying place value, this is the time where they work with manipulatives such as Base Ten Blocks in order to have a hands-on experience with the subject. They also work problems either alone or in pairs or small groups. The main lesson then ends with artistic work that goes into the main lesson book. Using the place value lesson, students might put a picture from the story into their main lesson books or they may make a colorful place value chart. As you can see, all of the various learning styles are met during this two-hour main lesson block. Students who learn orally hear the story. Those who learn artistically can use their main lesson book to demonstrate what they've learned. Gifted students are encouraged to express themselves through their detailed story recall or in their amazingly beautiful drawings. Those who have special learning

needs are met by the wide range of methodologies that exist in the main lesson. Preliminary research conducted at a private school for children with special needs has shown that students' level of engagement and recall when listening to a story is significantly greater than when they learn content through traditional methods (Goral, 2012).

Students spend their time after the main lesson in either practical arts classes, fine arts classes or skills classes. These five 45 minute classes use a variety of instructional strategies as well. In handwork, woodworking, and gardening classes, students use their hands to do work. These classes are teacher-led, but once instruction is given, students work on their own individual projects. In handwork class, students are able to chat with one another while working on knitting or sewing projects, building community and using their inter- and intrapersonal intelligences. Furthermore, the practical arts integrate mathematics and science into nearly every class. If students are doing a cross-stitch project in handwork, they need to work out the mathematical pattern before they begin. If they are planting or harvesting vegetables in the garden, science skills are naturally interwoven. Fine arts classes, including choir, Eurythmy, recorder, orchestra, clay modeling and painting are teacher-led. However, students actively participate throughout each class. Small groups work together in Eurythmy when students figure out how to form a five, seven, or nine-pointed star. Voices blend together in choir to create beautiful harmonies. Clay modeling and painting attend more to the individual and students are in fact asked to be quiet during these classes in order to really experience the soul quality of these arts.

Skills classes, which are designed to focus on specific skills in mathematics and language arts, take on more of a workshop feel. As mentioned earlier, *Readers and Writers Workshop* will be used for the language arts skills classes and a similar set-up will be used for the math skills classes. Teachers begin the class period with a mini-lesson where the skill is described, demonstrated, and discussed. Students are then given time either individually or in small groups to practice the skill. At the end of the class period, the whole group reconvenes to discuss and share their work. The beauty of the workshop model is that students of all ability levels benefit. If the skill being practiced is, for example, paragraph structure, high-ability students listen and contribute during the presentation, then write paragraphs during the work time and share at the end. Struggling writers will receive help during work time from the teacher, the aid, or other students.

A Waldorf-inspired pedagogy incorporates methodologies that meet the needs of all learners. Students who learn through movement experience this every day – multiple times. The same holds true for all types of learning styles. Waldorf-inspired methods embody in a truly organic way, all eight of Gardner's intelligences (Armstrong, 1994).

Pupil Performance Standards

1. Performance standards for the school as a whole.

GMCS's educational program will integrate creative teaching methodologies consistent with the Indiana Academic Standards and Common Core Standards to provide a learning environment that assures each student meets or exceeds State standards for achievement. One of the primary goals of GMCS is that all of its students score in the proficient or superior ranges on state exams. GMCS's educational approach will provide students with the necessary skills and tools to achieve high performance levels, and will promote cooperation and social learning, inspire and provide the tools for complex thinking and problem solving, enhance effective communication, and, perhaps most importantly, instill a lifelong love of learning and a sense of personal and community responsibility.

2. Proposed Learning Standards

See **Attachment 4** for a complete set of the school's proposed learning standards for grades 5 and 8.

3. Additional academic standards.

Overview Description and Adoption Process of the EfS Program and Academic Standards

The EfS program is a fundamental aspect of our school's experience and culture. It is grounded in human ecological systems theory (Bronfenbrenner, 1986) to address healthy development of our students, with curriculum organized around a set of standards developed by the US Partnership for Education for Sustainable Development (USPESD; see **Appendix L** for a complete set of USPESD Standards). These standards fit the mission, vision, and core beliefs of our school seamlessly, and maintain a high degree of quality. Express attention will be given to each standard along with their underlying components and concepts as children move through the grades, serving to provide an overview of "essential understandings" to be acquired over time (USPESD, 2009, p.3). To this end, EfS will be an ongoing curriculum that builds as the child grows, similarly to math or language arts skills. Each component (e.g., interconnectedness, ecological systems, personal action, social and cultural systems, collective action) is an area within EfS that requires understanding for mastery of the whole. Concepts which serve to illustrate components relate to the specifics of sustainability and are illustrated by performance indicators, **which link directly back to the three standards, creating a full circle impact** on children's learning and critical thinking.

The full circle format helps educators maintain an overview of student growth and achievement, and assess student growth over time by providing a holistic framework to follow over the course of a child's education. Further, the components and concepts that underscore the three standards can be adapted for developmental appropriateness across grade bands. These are important aspects of the USPESD Standards since EfS will be incorporated into the school culture as an ongoing content area through daily activities and annual lesson blocks for each grade level. Growth will be assessed continuously over each grade with opportunities for formal assessment at the end of organized lesson blocks, in addition to overall observation as students integrate knowledge over time. (See **Appendix L** for a closer look at standards for EfS)

The USPESD standards will be upheld via collaboration between administration, faculty, and community partners in support of the EfS program at our school. The school will use the expertise of the Community Engagement and EfS (CEEfS) Coordinator to take on the role of coordinating community partners and teachers, while co-teaching block lessons in each class. EfS block lessons will be team-taught, requiring collaborative meetings between community partners such as our local Center for Sustainable Living, the CEEfS Coordinator, and grades teachers. This collaboration will ensure that teachers are not overly taxed with the addition of learning and preparing new subject matter, while allowing the expertise of community partners and the CEEfS Coordinator to benefit the school. In particular, the adoption process will work in conjunction with the CEEfS Coordinator's intention to plan and design curriculum with community partners while keeping in mind the looping aspect of classrooms. Training and professional development for the CEEfS Coordinator through established and well-reputed organizations such as The Cloud Institute and Shelburne Farms, will be an important aspect in establishing a well-informed EfS program. Each of these steps is intended to create an enduring and quality educational experiences as the school develops and students grow.

Once again, our school will follow an integrated philosophy for education; not only will EfS be incorporated into daily life and ritual to form our cultural context, it will also be taught annually and age appropriately in a block lesson format for each grade. This way, our children will learn from example and by design, going beyond traditional learning mechanisms. Since both aspects of EfS are equally important to fulfilling the USPESD Standards, both will be discussed here.

Daily life activities and rituals that involve sustainability and social justice will underscore the culture at our school so that overall practices will reinforce what we formally teach. Some activities will not be "taught" directly, but will be modeled by adults while students are expected to participate so that they form an inherent understanding of the impact of actions within a cultural context. Research supporting the importance of healthy adult modeling on children's behavior has only increased and become clearer since the days of Bandura's Social Learning Theory in the 1960s; essentially, children learn what they live and copy the behaviors modeled for them in a given context (Bronfenbrenner, 1986; Broderick & Blewitt, 2010). The impact of modeling is especially important in regard to education for sustainability because those who are

young now will be required to live with and solve complex sustainability problems in the future that current adults are only beginning to understand (Higgs & McMillan, 2006; Lewis, Mansfield, & Baudains, 2008; Stone, 2009). Therefore, adults in our school will model behaviors that support a healthy social-ecological framework, or whole-systems perspective in regard to sustainability. These practices will become examples of what people do so that they become a social norm in the school community. Such practices include but are not limited to: recycling; gardening; composting food and garden waste; limiting the use of energy (i.e. turning water and electricity off when not in use); collecting rainwater for watering gardens; the use of chalkboards instead of dry erase markers; respect for self, other, and place; following non-violent communication guidelines; and reciting a daily verse that pledges to be a steward to humanity and the natural world. In addition, the school will follow the 4-legged approach to resource use, “Refuse, Reduce, Reuse, Recycle” in order to encourage conscious action toward reducing consumption. Through modeling, these activities will become inherent processes that imbue the school culture with EfS in action. Modeling such behaviors will help students develop attitudes, values, and understanding of sustainability that they will carry into later life.

EfS will also be taught as a content area annually in block style format at each grade level in order to support the daily activities and practices with experience that extends knowledge of ecological and social issues to campus and in the community. Each block will be designed to be age appropriate in nature. According to Sobel (2005) there is a sensitive period early in a child’s life when “children are predisposed to bond with the nearby natural world. It makes developmental sense to progress from near to far – to use the schoolyard, the neighborhood, and the adjacent marshlands as the context for learning in kindergarten through sixth grade” (p.20). For example, in the early to middle years (K-4), students will take on EfS blocks by spending time in observation of nature, or participating in schoolyard projects. There will be simple projects such as planting gardens, restoring meadows, exploring and mapping the landscape, or supporting wildlife habitats. Later, in the middle to adolescent years (5-8), students will venture into the community for capstone service projects such as advocating for local consumption of goods via Local First Indiana, or working in community service capacities with local non-profit agencies. These larger scope projects will provide a well-rounded sense of how EfS knowledge and skills can be shared and can impact the community at large. The important idea to grasp is that the scope of EfS expands with each developmental phase, echoing and strengthening the EfS standards that work in conjunction with Waldorf curriculum and applied experience to provide a well-rounded framework for learning. Developmental psychologist Piaget (1963) theorized stages of cognitive development in children which line up perfectly with this account of expanding from near to far, or, as Piaget described, from concrete to abstract, as one grows older. (See **Appendix L** for standards)

The adoption of the USPESD Standards exceeds the Indiana Academic Standards because it provides a forum to *apply* concepts from math, science, social studies, and language arts so that students see the interdisciplinary connections and usefulness of each subject in real life. For example, fifth grade math skills will be utilized when students calculate the number of people being served by the thousands of pounds of produce the food pantry garden yields for its clients. They simultaneously consider critical social systems in place for helping the community. Likewise, biological and social justice concepts are brought to life when the same students raise plants in the school garden for the multiple purposes of botany studies, contributing to our edible schoolyard, or donating to the MHC Food Pantry gardens. This participatory approach makes learning meaningful and provides values education; an additional area where the standards exceed state requirements. Literature shows that values in education for sustainability have a positive impact on the healthy development of students and school culture (Lewis, Mansfield & Baudains, 2008; Higgs & McMillan, 2006). Last, the full circle process of standards-components-concepts embedded in the USPESD standards creates an ongoing holistic approach to education that does not cease with one lesson in EfS, but continues over the grades, permeating the school culture, and building perspective over each student’s career. This process supports children in the achievement of a systematic view of sustainability and social justice issues; it becomes a collective outlook infused with personal action, where they are able to see how each individual act connects to the environment and community as a whole.

Overall, the EfS program offers a mechanism for application of skills and understandings. The approach teaches students to take a problem solving attitude to complex issues by applying knowledge from various

subjects. All of this is accomplished in an age and time appropriate manner. It does not take a random issue such as recycling and burden youngsters with the magnitude of the problem, but rather instills in them a sense of self-efficacy by doing what they are able in the capacity that they are able. This self-efficacy empowers each individual student over time so that by the time they reach the seventh and eighth grade capstone projects, they are able to problem solve based on social, academic, and creative skills gleaned over their entire school year. Again, the EfS standards meet and exceed state standards by building on academic learning with practical experience.

4. Policies and standards for promoting students from one grade to the next.

Because our school will use looping (three years with one teacher in elementary grades and two years with one teacher in middle school), our students will have the opportunity to stay with their peers and teacher as they grow academically and emotionally. After the three-year loop, there will be a transition meeting with the original teacher and new teacher where each child's academic, social, and emotional record is discussed in detail and passed on. We will use three reporting periods each year and during the third year's fall conference (for example, when children are in the third grade), parents will be given the promotion criteria. The same will happen for sixth grade students who are moving on to middle school and for eighth grade students who are moving on to high school.

5. The school's exit standards for graduating students.

See **Attachment 4** for the school's exit standards for graduating students.

School Calendar and Schedule Overview

The Founders' Group has chosen a flexible school calendar for GMCS. We believe the flexible calendar reflects the needs of our educational program for a number of reasons. First, taking fewer weeks off in the summer creates less loss of learning over the summer break. The longer breaks during the school year give teachers and students time to recharge. It also gives families more quality time to be together during the school year. Having three weeks off at winter break goes along with our philosophy of environmental sustainability since our building will use less heating. Having less time off in the summer helps our school garden, as students will be in school for planting as well as harvesting the vegetables. The Bloomington Project School also uses the flexible school calendar. See **Attachment 5** for the school calendar.

1. Annual academic schedule.

We plan to begin school at 8:30am and dismiss at 3:45pm, except for Thursday when we have early dismissal. Students will be dismissed on Thursdays at 1:30pm to allow for faculty and staff to meet and discuss pedagogical issues, work on staff development, and participate in child studies. (See **Appendix M** for a description of a Child Study)

School Day Structure

8:30 – 10:30 Main Lesson
10:30 – 11:00 Bodily/Kinesthetic/Transition Activity
11:00 – 11:45 Class
11:45 – 12:30 Primary grades' lunch/Class for intermediate and middle grades
12:30 – 1:15 Intermediate/Middle grades' lunch/Class for primary grades
1:15 – 2:00 Class
2:00 – 2:45 Class
2:45 – 3:30 Class
3:30 – 3:45 Wrap-up, Dismissal
Early release day – 1:30 (with day care provided): Thursdays

Meeting Instructional Time Requirements for the State of Indiana

Minimum required time for elementary students is 5 hours/day or 25 hours/week. GMCS exceeds the minimum instructional time for the state of Indiana. Students receive instructional time 29.25 hours per week.

State Minimum

5 hours per day x 180 days = 900 hours per year minimum

1 week = 25 hours

36 weeks = 900 hours

GMCS Total Instructional Time

4 days @ 6.25 hours = 25

1 day @ 4.25 hours

1 week = 29.25 hours

36 weeks = 1053 hours

2. Structure of the school day and week.

Instructional time per class per week

Class Name	Number of minutes per week
Main Lesson (Math, Language Arts, Science, Social Studies)	600
Skills Class – Math	225
Skills Class – Language Arts	225
Practical Arts	135
Fine Arts	135
Foreign Language	90
Physical Education	45

Note: Given the very integrated nature of Waldorf education, the main lesson is humanities-based, thus the amount of Language arts instruction is high in all subject areas. In addition, all practical arts and fine arts integrate academic subjects.

Kindergarten, First, and Second Grade

Students are taught 9 blocks throughout the school year, each lasting 4 weeks. The breakdown of the blocks is as follows:

- 4 math blocks @ 4 weeks per block, 600 minutes per week = 9,600 minutes per year
- 4 language arts blocks @ 4 weeks per block, 600 minutes per week = 9,600 minutes per year
- 1 EfS (Science/Social Studies) block @ 4 weeks per block, 600 minutes per week = 2,400 minutes per year

Third, fourth, and fifth grade students are taught 10 blocks throughout the school year, each block lasting 3-4 weeks. The breakdown of the blocks is as follows:

Third Grade:

- 4 math blocks @ 3.6 weeks per block, 600 minutes per week = 8,640 minutes per year
- 4 language arts blocks @ 3.6 weeks per block, 600 minutes per week = 8,640 minutes per year
- 2 EfS block @ 3.6 weeks per block, 600 minutes per week = 4,320 minutes per year

Fourth Grade

- 3 math blocks @ 3.6 weeks per block, 600 minutes per week = 6,480 minutes per year
- 3 language arts blocks @ 3.6 weeks per block, 600 minutes per week = 6,480 minutes per year
- 2 science blocks @ 3.6 weeks per block, 600 minutes per week = 4,320 minutes per year
- 2 social studies blocks @ 4 weeks per block, 600 minutes per week = 4,320 minutes per year

Fifth Grade

- 3 science blocks @ 3.6 weeks per block, 600 minutes per week = 6,480 minutes per year
- 3 language arts blocks @ 3.6 weeks per block, 600 minutes per week = 6,480 minutes per year
- 2 social studies blocks @ 3.6 weeks per block, 600 minutes per week = 4,320 minutes per year
- 2 math blocks @ 3.6 weeks per block, 600 minutes per week = 4,320 minutes per year

Sixth grade students are taught 11 blocks per year, each block lasting 3-4 weeks. The breakdown of the blocks is as follows:

Sixth Grade

- 3 science blocks @ 3.25 weeks per block, 600 minutes per week = 5,850 minutes per year
- 3 math blocks @ 3.25 weeks per block, 600 minutes per week = 5,850 minutes per year
- 3 social studies blocks @ 3.25 weeks per block, 600 minutes per week = 5,850 minutes per year
- 2 language arts blocks @ 3.25 weeks per block, 600 minutes per week = 3,900 minutes per year

Seventh and eighth grade students are taught 12 blocks per year, each block lasting 3 weeks. The breakdown of the blocks is as follows:

Seventh and Eighth Grade

- 4 science blocks @ 3 weeks per block, 600 minutes per week = 7,200 minutes per year
- 4 social studies blocks @ 3 weeks per block, 600 minutes per week = 7,200 minutes per year
- 2 language arts blocks @ 3 weeks per block, 600 minutes per week = 3,600 minutes per year
- 2 math blocks @ 3 weeks per block, 600 minutes per week = 3,600 minutes per year

Note: Beginning in fourth grade, a serious study of social studies begins. Due to the way in which the subject is taught, language arts is deeply woven into every social studies block. Thus the minutes devoted to social studies are also language arts minutes.

School Culture

1. Description of the school culture or ethos.

At Green Meadows Charter School, our primary mission is to educate the whole child – mind, body, and spirit. This principle is reflected in all aspects of our curriculum and culture. Our commitment to educate the whole child espouses active learning; emphasizes personal, social, and ecological responsibility; honors reflection as a crucial component of knowledge acquisition; and views balanced human development on an equal plane with academic learning. The school's culture of inclusion, joy, reverence, and creativity helps students discover their gifts, identify their passions and dreams, and better understand their place in our rapidly changing world.

2. Creation and implementation of school culture.

The school's daily routine and practices reflect our core philosophy, and begin the moment the school day commences. Every morning, before lessons begin, students recite a verse like this one:

*May my feet rest firmly on the ground
May my head touch the sky
May I see clearly
May I have the capacity to listen
May I be free to touch
May my words be true
May my heart and mind be open
May my hands be empty to fill the need*

*May my arms be open to others
May my gifts be revealed to me
So I may return that which has been given
Completing the great circle.*

With these words, students are reminded of their ability to shape their own lives, and impact the lives of others by being receptive to the world around them. They are called to remember that they are a unique part of the greater whole, and that their contributions matter.

This fundamental message carries into the learning experience of the main lesson block, as children engage in their own learning through active listening, creative expression, physical movement, and group collaboration. A spirit of curiosity and exploration permeates every classroom, as a dedicated teacher presents the course material and encourages students to identify how it excites them – moving the learning experience through the senses to touch both the mind and the heart.

At lunch, children learn by imitating the healthy, sustainable practices modeled at the school. Students eat a healthy, organic lunch and compost their waste for use in the school garden. Wherever possible, bottles and containers are recycled, utensils washed and reused.

Afternoon lessons again reinforce our school's philosophy of social, ecological, and personal responsibility. Examples include children planting, cultivating, and harvesting food in the school garden; spinning yarn from sheep's wool to knit a scarf in handwork class; and carving a spoon from a block of wood in woodworking class. Learning the practical arts by drawing connections to the natural world strengthens a child's self-esteem and highlights the importance of caring for our planet. The intellectual concepts driving these ideas are not presented directly to the students but are instead naturally germinated in the children through the example of the school's curriculum and core values.

Our school's culture reaches beyond the schoolyard to impact a student's family life. Building a resilient, and vital community of families is essential to the success of the school. Green Meadows Charter School seeks to maintain a vibrant community of families and encourages parental involvement by inviting them to seasonal festivals, performances, displays of student work, and evening workshops geared to healthy living and the arts. Many of these opportunities will also be offered to the public to draw in prospective families and gain the support of the larger supporting community.

At Green Meadows Charter School, effective and healthy communication is our best tool for fostering a vital school culture. Clear guidelines for sound and compassionate communication are established and made available to everyone involved in the life of the school. These guidelines serve as a shared template, not only in handling daily school matters with students, but also in handling matters among teachers, administrators, staff, and parents. We solicit feedback from the parents and regularly inform them of the decisions being made for the school community. Transparency is of utmost priority.

We welcome new families, including, when space allows, those entering the school mid-year, through a series of activities designed to acquaint families with Green Meadows' school culture, and Waldorf-inspired approach. Prior to entering the school, a family attends an informational meeting to learn about the school's philosophy and pedagogy, and to see the school grounds and learning environment. Interested parents will be encouraged to talk with the school director, and prospective students will be encouraged to visit the school and shadow a fellow classmate for a day. New students will be assigned a 'class buddy', a peer who can answer questions and help the new student get comfortable in the classroom. Likewise, incoming families will be assigned a volunteer 'friend family' to help ease their transition into the school community.

3. Serving students with special needs.

Dr. Theresa Ochoa, Associate Professor in Special Education at Indiana University is a member of our Founders' Group and has agreed to be a consultant for our school. In addition, we have been in contact with

Michelle Thompson, executive director for the Institute of School Excellence. See **Special Populations and Students At-Risk** later in this section for a more detailed description of our special needs programming.

One of GMCS's Core Beliefs is that all students can learn at higher levels. Effectively teaching ALL children is our fundamental and most important work. We take seriously the notion of educating all children well. Our students with special needs will receive the care and attention they deserve. Our students are not forced to fit our program. Instead, we meet our students' needs by adapting our program to fit them. We integrate movement, music, and the arts into all academic subjects, giving all students and learning styles an entry point. In addition, due to the extensive looping, teachers will form deep relationships with students, allowing them to know and understand each individual's needs. Students with special needs will be fully included in the regular education classroom and special education teachers will work side by side with classroom teachers. We also ensure that families, regardless of language or ability, have access to information about our school and are welcomed and embraced by our school community.

In order for us to successfully accomplish these goals, we will bring in outside experts multiple times each year to work with our staff and ensure that we are in accordance with the IDEA, Article 7, and other federal and state law requirements.

4. A typical school day from the perspective of a student.

Hi! My name is Tyler and I am in first grade at Green Meadows Charter School. I love my new school and I am learning a lot. It's different from where I went to kindergarten. When I first get to school, I go straight to my classroom. I line up outside my classroom door and my teacher greets me. She shakes my hand and tells me good morning. She usually asks me a question about something – like my younger brother or my dog. Then I put my things away in my cubby. After that the teacher rings a chime and we all get quiet and stand up behind our desks. Then we say our morning verse. It goes like this:

*Oh golden sun so warm and bright
You warm the day with all your might
You make the dark earth green and fair
And tend each beast with loving care
May every deed throughout the day
May everything we do and say
Be bright and kind and true
Oh golden sun like you.*

After our morning verse, we get to do our morning circle, which I really like. We do lots of songs and poems and get to move around and play games. I've memorized all of the songs and poems already. Then we get to play our flutes. It's really fun and I'm good at it. After we put our flutes away, our teacher has us tell her about the story from yesterday. Sometimes we get to act it out and sometimes we get to draw our favorite part and sometimes we get to write about it. Then she tells us a new story. I'm excited because today she's going to tell us about Percival Plus. He is this guy who helps us learn how to add. Her stories are really good. After that we will practice our math. Right now we're learning how to add a bunch of numbers in columns. Then we get to do a picture in our main lesson books and put in some math problems. We might write about the story, too. We write about the stories a lot.

So then we get to have a break and have a snack. We aren't allowed to have candy or anything that's not good for us. Then we go outside. My friends and I are building a fort. It's really cool.

After we come in, we go to the bathroom and then we have math and practicing our basic facts and other stuff. Sometimes we do form drawing in math class. We have to draw what the teacher draws on one half of the paper and then make the exact opposite on the other side. Then LUNCH! The food here is really good. I didn't think I'd like it, but I do. My mom says it's healthy food. After we eat we get to go outside again. I really like that.

After lunch we have classes with different teachers except for reading and writing practice and that's with our teacher. Today I think we have Spanish class, then handwork (I'm learning how to knit and I'm knitting a case for my flute). I have to count stitches and pay attention. Sometimes it's hard. Then we get to practice our reading and work on our writing too. I think our last class is games today. I love that class because we do so many fun things. Last week we played a game called season relay. We had to say what thing was part of what season – like snow was in winter. Then we go home. I really like my school. I'm learning a lot and it's not boring.

5. A typical day for a teacher.

Hi! I teach fourth grade at GMCS and it is the best teaching job I've ever had! I usually get to school around 7:30 so I can get my room ready and feel prepared to be with my students for the day. I hang my ego on the coat rack and step in to my beautiful classroom. My room is painted the most exquisite color of green. It's tidy with very little in the room to distract my students. Most of the materials are naturally made. On the blackboard is a colored chalk drawing I did of the state of Indiana. It's a map with all of the landforms on it. At 8 am, I go into the second grade teacher's classroom and many of my colleagues are gathered there. We begin our day with a poem. The poem was written by Rudolf Steiner:

*May there reign here spirit strength and love
May there work here spirit light and goodness
Born from certainty of heart and from steadfastness of soul
So that we may bring to young human beings
Bodily strength for work, inwardness of soul, and clarity of spirit
May this place be consecrated to such a task
May young minds and hearts here find
Servers of the light, endowed with strength
Who will guard and cherish them.*

I get chills every time I say the poem. It's a great way to start the day, to remind myself of what I am here for. My students begin coming into the classroom around 8:15. At 8:30 I promptly ring the chimes, then go around to each student and shake his/her hand. It is a beautiful tradition found in Waldorf schools around the world. This way I tune in to every child to determine if they are upset in any way or in need of extra attention. We then say their morning verse and start our morning circle. We are currently in a Local and State Geography block, so our circle has poems and songs about Indiana. (See **Appendix N** for the list of songs and poems) We also continue to practice our multiplication tables in the morning circle, as many of the children still have not memorized them. After the circle, which lasts about 20 minutes, the students go back to their desks.

Now they are awake and ready to think. I always begin the next part of the main lesson with a review. Yesterday I told the students a story about some of the first white settlers in Indiana. I used a chapter from "Bears of Blue River" by Charles Major. I read the chapter 2-3 times on my own, then put together the key pieces and was able to craft it into a story. The children engage and retain the material so much better through storytelling. They loved yesterday's story about Balser (the main character) and how he shot his first bear. We are working on vocabulary, grammar, and sequencing in language arts, so today when they retell the story, I will ask the children to use colorful, describing words (adjectives and adverbs). As they retell the story, I will write their words on the board.

Next comes the new material. Since we are still discussing early settlers, what they ate, where they lived, and how they survived, I decided to tell another story from the "Bears of Blue River" book. There is a great chapter on the garden and what the family eats. After I've told the story, we will do some writing using the words I put on the board. I will ask the students to write a summary of the story from yesterday. This will be a rough draft. Once they have finished writing, they will have an opportunity to work in their main lesson books. Today I want them to draw the land form map of Indiana that is on the board. The students who learn through artwork

always love this part of the main lesson. A different feeling comes over the room as they get out their colored pencils and start to work. We end the main lesson at 10:30 with a verse. It goes like this:

*Now our morning work has ended
What we have done shall rest
When we have done our very best
Wisdom, strength and truth will grow
And we will bless all those we know.*

Students then get out their snacks and when finished, go outside for some exercise. I am not on duty today, so I will take a break. When they come back in, we will be working on higher-level algorithms during the math skills class.

We always start the skills class with mental math and then with some problem solving. The mental math really keeps the kids sharp and the problem solving, a major NCTM standard, is going better than I thought it would. We work on a problem solving strategy each week and the students are actually getting to be better at word problems! After mental math and problem solving, I introduce the concept we are working on, give the kids their problems, then work with small groups or one-on-one with students who need help. This is a time when I can really help students who are struggling. I have an aid at this time, and he is a godsend.

Our lunch comes after this class, and students eat great, healthy food prepared by Bloomingfoods. I even eat the school lunches. The kids go outside then and are watched by one of the aids. I get to take a break, talk with my colleagues and rest a bit. Our lunch is 45 minutes long.

After lunch my class goes to handwork where they are working on cross stitching. It's amazing how the handwork curriculum goes along with other subjects (math in this instance). Then they come back to the classroom for Spanish class. During these two class periods, I first set up water color painting in the classroom while the kids are at handwork, then work on planning or grading in the teachers' workroom. Today we are painting a landscape from southern Indiana. It will involve the same landforms they are learning about in Geography. We will end our day with a Writers Workshop. You might remember that the students began a rough draft of an essay about the story of Balser shooting his first bear. Well, I plan to begin the mini-lesson of the Writers Workshop by discussing those same juicy adverbs and adjectives. I have prepared a short paragraph filled with descriptive words. Students will then have a chance to work on their drafts. They will be at different stages, so some will be composing, while others are involved in peer editing. I will most likely be helping my struggling writers. I have an aid again during this time period, so my students get the assistance they deserve. We end our Writers Workshop with students sharing what they've written. Then it's time to pack up and go home. We always end our day like we started it – with an ending verse and a handshake goodbye.

I thought I knew what an integrated curriculum was before I came here. I thought I knew what it meant to teach to the whole child. But this is more integrated and whole than I could have imagined. It's not all perfect, of course. In fact, we have a meeting after school to discuss how to handle kids who have been bullying on the playground, but we have a great discipline plan, so we just need to all get on board and use it properly.

Supplemental Programming

1. Summer school.

Summer school will not be offered in our school's initial years. If summer school is established, it will be in order to enhance the academic development of students with skills classes, in addition to building the school's garden program. In this case, administration would consider the cost of staffing and building requirements compared to the potential revenue of operating a garden summer camp.

2. Extra- or co-curricular activities or programming.

Extra and co-curricular activities offered by the school will include after school care Monday, Tuesday, Wednesday, and Friday from 3:45-6:00pm, and Thursday from 1:30-6:00pm. After school care will include unstructured activities such as free-play on school playgrounds or in the all-purpose room. Homework help will be available for students who want to participate. The program will be funded through private pay and offered to families in need on a sliding scale to cover costs for the program. No profit is intended for this service. Our choice to employ a flexible calendar means that similar programs will be offered during school breaks which do not overlap with the larger community's school breaks (i.e., Monroe County Public Schools and Indiana University). We consider this a service to families who may need childcare at times when our schedule is not in line with the larger community.

Clubs will also be offered at GMCS. Efforts will be made to gauge interest and staff opportunities for interested students to participate in after school garden, chess, and handwork clubs. GMCS is interested in offering intramural sports clubs. Such a program would be led and coordinated by volunteers, and feasibility would be weighed in accordance with interest from students and parent volunteers.

3. Programs and strategies addressing student mental, emotional, and social development.

At Green Meadows Charter School, the physical, mental, emotional, and social health of our students will be of highest priority. It is considered in every aspect of our integrated curriculum, will motivate every decision made by our teachers and staff, and will be an important barometer by which we judge our school's success. By our choice of educational model, we seek to meet students in a developmentally appropriate way, creating a learning context that is both meaningful and relevant to their lives. We seek to establish strong, connected relationships, not only between our students and teachers, through a three-year looping arrangement, but also with family and community members. Our commitment to this vision is evidenced in the establishment of an administrative position devoted solely to family outreach and community building. Parental involvement will be greatly encouraged, with the aim of creating a 'school family' environment. Weekly newsletters, afterhours family programming, and volunteer opportunities will keep families informed, involved and connected, helping to create a network of camaraderie and support that will in-turn bolster each student's confidence and enthusiasm for learning. Clubs, intramural sports, musical groups, and art-centered gatherings will offer students the opportunity to pursue their individual interests and passions, and will be a natural extension of GMCS's integrated educational philosophy. Finally, our implementation of the *Response to Intervention* model will help to identify those students who need extra attention, both academically and emotionally. Through frequent class screenings, teachers will have an ongoing understanding of their class's strengths and weaknesses, and will be able to direct struggling students to smaller group learning situations, or Special Education resources. Our Life Skills Coordinator will tend to students who need additional help acclimating socially or emotionally. Above all, GMCS seeks to instill a deep feeling of belonging in the students and families that it serves.

4. Other student-focused activities and programs.

Community involvement is a student-focused activity integral to the educational and student development plans for GMCS. In addition to service learning as a component of the school's curriculum, students will be encouraged to participate in activities that foster community building, social justice, and environmental sustainability so students can be involved with Bloomington in a meaningful way. Activities that promote environmental sustainability, individual health and wellness, or social justice will be offered and participation encouraged. Examples include arts programs, walks or bike rides which support a charitable cause, or Habitat for Humanity youth building programs. We will encourage students to become involved in the community so they can experience working collectively, and learn the value that each individual brings to a community.

Special Populations and At-Risk Students

Overall plan to serve students with special needs

The population of students who choose to attend Green Meadows Charter School will inform many of the decisions surrounding staffing the school. The School anticipates an exceptional learners' population of approximately 15 – 17% of total enrollment. Demographically, this comprises approximately 50 students with Individual Educational Programs (IEP) in the first year and 75 students with IEPs at capacity. This includes English Language Learners, intellectually gifted children, and at-risk students.

The Board intends to hire two licensed, highly qualified staff members to provide services for students with exceptionalities, including students with disabilities and English Language Learners (ELL). Green Meadows will contract services within the community to meet the needs and requirements of our population of exceptional learners and to provide expertise and guidance in maintaining compliance with regulatory and legal requirements. The intent is to have on staff two full time certified special education teachers to work with teachers in identifying students who qualify for services, and to service student IEPs. Additional special education instructional staff will be added over time as enrollment and case load dictates.

A team will be formed to develop processes and practices that meet specifications of (state, federal and special education laws) IAC 511, Article VII, and Federal Law IDEA, ADA 1990 and Part 504 of the Rehabilitation Act of 1973, for identification of children with potential special needs. Recurring informal and formal assessment in classrooms, teacher and specialist observations, and anecdotal instructional and behavioral artifacts will be used in understanding the needs of students, and to determine if a child is in need of special services. All children will be treated on an individual professional basis. The Indiana Academic Code will be followed, and will guide services. Included practices and processes:

- A Non-Discriminatory Policy Regarding Identification, Location, Evaluation and Selection
- IDEA eligible students
- IEP's developed in meetings with parents/guardians and the Case Conference Team
- Case Conference Team will flex to meet the unique needs to students
- Least restrictive environment
- Parent/Student participation in decisions
- Disciplinary Change in Placement
- Procedural due process

Student needs will be supported through the interventions guided and set in place with a Multidisciplinary Education Team (MET), with focus on academics and behavioral needs within the Response to Intervention (RtI) process the school will implement. Classroom teachers, instructional and support staff, and parents will guide identification of students the MET will work with in understanding needs, interventions, need for evaluation and potential identification of an IEP. Students will be identified and evaluated in accordance with state and federal regulations.

Once identified, the appropriate staff, experts and parents will convene to develop an appropriate service plan in meeting the needs of the student, with recurring meetings no less than once annually. The following is a list of direct and related services that will be provided to serve the needs of the exceptional student population:

- Inclusionary Model: Students who require extra services or instructional assistance will work with the appropriate Exceptional Learners' teacher in an inclusionary model
- Consultation and collaboration: Students whose service plan does not require more intensive support services but require some assistance per the IEP will receive extensive monitoring through consultation and collaboration with staff
- Edu-Psych Evaluations: Contracted Services
- Speech Therapy, Physical Therapy & Occupational Therapy: Contracted Services
- Hearing / Vision Impaired: Contracted Services

- Behavioral Counseling / Daily Living Skills: Students struggling with behavioral issues that impede the achievement process will meet one-on-one or in small groups with behavioral specialists

English Language Learners (ELL) will be assessed upon entering the school. The teachers will receive training to develop teaching strategies to better serve this population. A timeline will be put in place to accommodate the ELL students in a timely manner:

- Home Language Survey: Date of registration or within first week of school
- Classification of ELL Levels: Twenty days after registration or return of survey
- Student Placement in ELL: One month after student enters Green Meadows
- Teacher Certification/Personnel: Establish schedule upon opening of school
- Post Program Review: One month after student enters the School
- Reclassification or Exiting of ELL Students: Any point in the year after four (4) months of assessment

The exceptional learners staff members will be responsible for assisting the classroom teacher in designing a classroom that will meet the needs of all students in the class. It is, therefore, the intention of the school to use an inclusion model to its fullest possible extent. It is understood that this may not always meet the needs of the students in each class, and accommodations will be set in place specific to unique needs. When the students require extended services, it will be the design of the school, whenever possible, to use flexible time within the day to provide students the added instruction or services needed to ensure success.

The Response to Intervention (RtI) approach Green Meadows will use in identifying and intervening the needs of exceptional learners is supported by the Bureau of Exceptional Education and Student Services, and noted by the Indiana Department of Education. The systematic approach is a process for evaluating the needs of all students, not just students targeted for special education, and provides a path for monitoring progress and understanding needs through well thought out, carefully identified and implemented strategies for academic and behavioral needs. This whole school model decreases gaps in time for identifying, understanding, and supporting students with barriers that impede learning. The tiers and intervention strategies in the RtI model the school will use to service student needs have been adapted from the What Works Clearinghouse (WWC), established in 2002 by the US Department of Education's Institute of Education Sciences to support and inform school strategies. The RtI model is a methodology that integrates strategies and identification of resources for general education and exceptional learners in a caring, supportive, focused and data based approach. It ensures effective, high quality instruction in the general education setting and beyond. The services and interventions set in place are introduced within a tiered system that allows increasing levels of intensity over time guided by baseline and benchmarking progress. The rate of progress guides informed educational decisions and may lead to possible recommendation for evaluation towards consideration of eligibility for exceptional student services. Benefits of Response to Intervention include:

- RtI provides a faster path for assessing need and implementation of interventions.
- RtI hones in on specific needs and deficits rather than relying on general statements of need.
- Interventions are implemented and monitored for progress over time, with modifications set in place as benchmarking occurs.
- Progress monitoring keeps focus on student progress and growth rather than designated labels.
- Interventions allow informed decisions with data linked directly to student needs.
- Adoption of the RtI process includes results in instructional and support staff knowledgeable of student needs and interventions with proven success. The RtI process will enable our school to be 'participant flexible' based on each student's needs.

The instructional design of Green Meadows is intentional in its benefit to all students. The flexibility of project 'terms' and design allow modification by a teacher and alignment to all learning styles, educational needs, and outcomes. The 'service plan' is unique to each child. Use of a three-tiered RtI model with a focus on inclusion, allows all students to work together in harmony with their peers. As needed, supplemental services, (including

small groups, co-teaching, and individual one-on-one instruction) are natural within the Waldorf-inspired model and include pull out to other classrooms as well. The design is very fluid, allowing intentional focus and rapid remediation of deficits. It is intentional in design and support for the child, promoting understanding, positive engagement and ownership.

The Multidisciplinary Education Team for implementation of RtI allows a systematic practice for targeting and understanding student needs. Prior to the opening of the school year, staff will be trained on RtI and a MET team will be formed. Scenarios will be introduced and mock role-playing of MET meetings will guide the development of staff understanding and implementation of the process. Teachers and instructional staff will meet regularly with team leads and school administration to discuss student needs, with referrals to the MET occurring on an on-going basis. Our Thursday afternoon staff meetings are perfectly designed for these meetings. Once school begins, the MET will meet once or twice monthly with more frequent meetings dictated by student need and referrals.

Enrolling students who already have IEPs in place will have move-in conferences in alignment with Article VII and service plans implemented to begin the school year. School special education staff will work through Learning Connection and Indiana IEP to transfer records, maintain compliance, and ensure progress monitoring of every student's service plan and growth.

The Indiana IEP database allows for and promotes a natural monitoring system for documenting and tracking compliance. This 'data' focused system is a great fit within the 'data dig' approach Green Meadows incorporates. There is no real difference in the tracking and analysis of data for exceptional and general education learners. Both allow for recurring snapshots and summative gathering and analysis of data. Periodic data digs will guide monitoring for the School, but allow for more frequent progress monitoring and will be defined in the student's IEP. Doing so allows formative and summative assessment data to guide intervention, strategy refinement, and service plan implementation for every child to ensure benchmark targets are met. It also ensures that no plan goes unnoticed and each plan is reviewed in a timely manner.

The RtI process encourages frequent review and discussion toward maximizing student performance and removing barriers to learning – a natural evaluation of program effectiveness. This team is tasked with understanding the effectiveness of all programs in the school, working with the leadership team in refining, rethinking, and refocusing program goals. Self-evaluation and progress monitoring is most effective as they allow for ownership and engagement.

The RtI will begin the school year with bi-weekly or monthly meetings with weekly discussion in team meetings with all grade level and content area teams to discuss and identify needs. As need dictates, frequency of the meetings will increase. Quarterly interface with the whole school will ensure frequency of review and understanding of effectiveness of programs. The Educational Director serves to guide and realign all building initiatives.

Green Meadows Charter School plans to contract with the Institute for School Excellence (ISE) to meet the needs of any exceptionalities (included gifted) that our two special educators are not equipped or trained to handle. ISE will provide special education direct and related service contractors to meet the school's needs and to guide special education compliance once the school charter is approved. We have begun conversations with Michelle Thompson, executive director of ISE and will further explore this partnership once our charter is approved.

Admissions Policy and Criteria

1. Student recruitment and marketing plan.

The Green Meadows Charter School will have an aggressive marketing strategy to recruit students to the school. The school will host open houses every two weeks at Brown County and Monroe County public libraries. GMCS will recruit and hold informational meetings at the Monroe County United Ministries, the Monroe County and Brown County Head Start programs, the Middleway House for battered and abused woman and children, and at several day-care facilities in Brown and Monroe Counties.

The Bloomington Project School will send out an announcement about the opening of GMCS to over 200 wait-listed students and will host an open house for those families at BPS.

GMCS will also post fliers and brochures at each of the open house sites. GMCS expects to be invited to talk about the new school on multiple local radio programs and by the local newspapers. We will also have Public Service Announcements on all local media.

2. The school's Admissions Policy.

See **Attachment 6**.

Student Discipline

At GMCS, we believe in using positive behavior intervention that focuses on intrinsic, rather than extrinsic, rewards. The heart of this process is self-reflection on the part of everyone involved. Students need to know how their actions affect who they are, their success, their ability to contribute positively to community, and their impact on everyone around them. If a student is having difficulty following school and/or classroom expectations, we believe it is our responsibility to find out why. This begins with the Waldorf approach of teacher self-reflection in regards to a teacher's role in student performance, whether academic or behavioral. This teacher self-reflection process is supported by the respectful, caring mutual student-teacher relationship developed over the course of time as a result of looping (see section on **Education Plan/School Design** for description of grade looping.). Then, through a series of steps, we work with the student to make better choices. (See **Attachment 7**) If a student's actions inflict physical and/or emotional harm on another child or adult, suspension will be considered.

Incident reports are recorded and filed in accordance with Indiana Department of Education regulations and State Legislation. The School Leader is responsible for seeing that all requirements are met.

Our complete discipline policy and procedures will be outlined in a section of the student/family handbook (see **Appendix O** for an outline of our Student/Parent Handbook), which is distributed to teachers as they are hired, and to families before children attend school or when they enroll. GMCS teachers design their own set of student and teacher expectations for their specific classrooms. This will be distributed to families. Specific classroom expectations will always be in alignment with the school expectations.

While the planned approach to discipline (see in **Attachment 7**) contains a some specifics, it is a work in progress, needing to be fleshed out as we plan for the opening of Green Meadows Charter School.

Parent and Community Involvement

1. Parent and community member roles to date.

To date, families in the community are enthusiastic about our school model. Interested families have sought out our group to ask how they can support our efforts to form the new school. For this reason, we started the GMCS email distribution list referred to in the overview. In addition, community support and partnerships continue to grow. Our founders group plays an active role in this process; many are connected to the community in various capacities through volunteer work or past employment. (See **Appendix P** for Founders Group biographies)

2. Parent and community engagement from approval through opening.

Parents and community members will be engaged from implementation through opening in a number of ways. In addition to *forming* partnerships, it is important that we *maintain* quality relationships with community partners over time; therefore, we have designed a part-time administrative position to help develop and preserve relationships that are necessary to the success of our school. Our Community Engagement and EfS Coordinator (CEEfS Coordinator) will be responsible for making contact with and continuing ongoing

communication with partnering organizations along with maintaining and facilitating communication with families at the school.

The community partnerships we pursue have been strategically chosen to bolster our efforts in starting off with a strong foundation and building the capacity to maintain a successful model. Literature shows that programs involving multiple entities in reciprocal partnerships succeed in strengthening community capacity (Mancini & Bowen, 2009). To facilitate this capacity building, we need an array of community support. Our list of community partners (referenced in the **Overview** section) reflects the diversity we seek in our community partners. The partnerships will range from simple with some partners to closely interwoven with others. In order to bring integrity to our school community, we will seek closer relationships with the partners whose missions align closely with our school's mission. Last, it is important that our relationships serve to help bring quality, holistic education opportunities to Bloomington. Therefore, we seek to support social justice agencies with parallel missions through service learning, while creating opportunities for students to learn healthy collaboration and collective action. Examples include engaging the school community at large in an annual food drive for the local food bank, or organizing a fundraiser for a local charity chosen by students. These efforts benefit the larger community but also benefit students individually. Stone (2009) says that teachers from a Burlington, Vermont, neighborhood reported that students who participated in community service projects became more engaged in their schoolwork and their standardized test scores in reading and math improved. In addition, our community partner, the Center for Sustainable Living, will work with us to bring community organizations into our school for EfS support. When this kind of reciprocity is formed, everyone benefits, from the organizations to the students and families who participate in programming.

Parents are just as important to the school's foundation as organizations. Families form the informal networks that make up a school, so we are determined to strengthen that network from the start. Throughout implementation, interested parents and community members will be able to visit our website (which we intend to start-up prior to implementation) to gather information on the status of school-related events such as open houses and public meetings. In addition, our email distribution list will keep communication current with prospective families while helping our Founders Group keep track of interested parties. Literature will be posted in appropriate venues. We will offer open houses every two weeks to share our mission with the public. Open houses will consist of a general welcome, followed by a description of our mission, vision, core beliefs, and curriculum. We will allow plenty of time to answer parent questions. Last, just prior to opening, and at the start of each school year, teachers will offer a "home visit" to the family of each of their students to initiate grounded relationships with parents.

3. Engaging parents and community in the life of the school.

We recognize the demands that society places on families; dual worker households, busy schedules, and tough economic times are sources of stress for contemporary families. School schedules and responsibilities can add to the load. Hectic lives can make raising a healthy family difficult. We want to support families in raising healthy, confident children. Therefore, it is important to us that families feel comfortable at our school, and family-school partnerships and support for learning will be strengthened through high communication standards and expectations between administrative staff, teachers, and parents. A benefit of a small to mid-sized school is that staff will recognize each student and know each student's parents. We will connect with parents by requiring two conferences with our teachers, along with an annual home visit in the Waldorf tradition. Unlike the traditional model of switching classrooms annually, the Waldorf looping concept allows more time for teachers and parents to nurture relationships and develop strategies for helping students succeed.

We will welcome families to school with a "Harvest Festival" each fall and gather as a school community for seasonal events or festivals. Our CEEfS Coordinator will publish a monthly school newsletter to inform parents about school-wide events, community events, tips for raising healthy families, updates on school projects, and tips for academic support at home. Other forms of ongoing community building include an email distribution list monitored by staff and a school website. The Center for Sustainable Living, one of our community partners,

will co-design and lead EfS programs offered to school families to provide continuing education for parents who want to learn more about sustainability. Last, staff and teachers will implement a volunteer “friend family” and “class buddy” system to facilitate the transition of new students into the school community during the academic year. This buddy system will work in conjunction with an orientation; both will serve to introduce new families to our school and help them adjust by providing them a source for answers to their questions.

We will solicit parent volunteer support in the school gardens, in the classrooms, at festivals, as food service or cafeteria volunteers, for intramural sports, and as members of the Parents Club. The Parents Club, made up of a group of parent volunteers, is analogous to a traditional PTO. They will organize school fundraisers, oversee planning and running of seasonal festivals, and maintain a lending library of educational and community resources.

4. Community resources available to students and parents.

Because GMCS emphasizes community building, the community resources available to students and parents will be abundant. Our community at large offers numerous services to support families including but not limited to:

- Homework help: The Boys & Girls Club, Monroe County Public Library, Girls Inc, Big Brothers Big Sisters
- Support for Latino community: El Central Comunal Latino
- Medical Assistance: Volunteers in Medicine
- Free Meals and/or Groceries: MHC Food Pantry, Community Kitchen, Monroe County United Ministries Women Infants & Children
- Energy Assistance: South Central Community Action Program
- Health and Wellness, Family Programming, and/or Parenting Education: Monroe County Public Library, IU Health Bloomington Community Health Education, Bloomington Area Birth Services

Though these organizations are not affiliated with our school, they illustrate the community capacity and support offered in the Bloomington community.

Community partnerships within our school are numerous and varied. The table presented in the School Overview section highlighted all established and potential community partnerships and resources discussed to date. The following list details key established partnerships and resource entities. See **Attachment 8** for letters of support and commitment from community partners.

- The **Bloomington Project School (BPS)** will partner with Green Meadows Charter School as a mentor and sister-school. BPS will share their waitlist for recruitment purposes and share their building for open houses during the GMCS implementation phase. BPS staff will be available to talk with GMCS staff, and plan school wide visits at each building for staff and student social mixers. The relationship between BPS and GMCS is an in-kind commitment.
- **The School Project Foundation** will provide mentoring during the establishment of GMCS. This mentoring will include help with governance, budgeting, and professional development. The School Project Foundation has also agreed to closely mentor our administrative team.
- **Kentahten Teacher Training** will provide in-house training for teachers who need to complete the in-depth study for certification in Waldorf methods. Kentahten will charge fees for teacher training which will be provided by GMCS from professional development grant monies.
- **The Waldorf-inspired Project** is a grant-supported program designed to help public school teachers integrate Waldorf-inspired methods into their classrooms. The Project offers workshops, supplies, and mentoring support for teachers. All workshops are free of charge and open to the public.
- **Bloomingfoods Cooperative Market and Deli** will provide our school breakfast and lunch. Bloomingfoods is a well-established organization in the Bloomington community, boasting three groceries, three delis, and a commissary kitchen. Bloomingfoods shares our commitment to education and

community service centered on equality and sustainability. Bloomingfoods has experience contracting as a food service provider for The Bloomington Project School. A contract between Bloomingfoods and GMCS will be necessary, and the details will be worked out during the implementation phase. We anticipate the cost of the contract will be covered by students' private pay for meals.

- **The Center for Sustainable Living (CSL)** commits to participating in the design and implementation of EFS block lessons for each grade, as well as promoting school and community-wide events that provide sustainability education. Examples of classes may include information on benefits of using local goods and services, home installation of solar energy, or bicycle repair. This is an in-kind, yet reciprocal, commitment.
- **Indiana University Service Learning Program (IUSLP)** will partner with our school to fulfill staffing gaps in areas such as the school garden and school aftercare, or to assist with marketing and tech service needs. IUSLP provides service to the community by matching university classes with community organizations, providing the organization with instrumental services while educating college students with practical field experience. There are no fees associated with this relationship.
- **Indiana University School of Education**, represented by Dr. Theresa Ochoa, will give guidance and direction to the school in regard to special education and ELL instruction. There is no fee for this advisory service.
- **The Boys & Girls Club** commits to providing community service opportunities to students at GMCS in support of service learning for social justice. In addition, the Boys & Girls Club will share community resource announcements with GMCS to inform school families about community resources, including after school and summer programs.
- **Mother Hubbard's Cupboard Food Pantry** will provide volunteer opportunities that result in sustainability and social justice learning. MHC welcomes the potential for a new pool of volunteers since most of their services require volunteer work. There are no fees associated with this relationship.
- **Harmony School** has agreed to share their wait list of potential students and GMCS will do the same for Harmony school. Harmony will post any GMCS flyers announcing festivals and events and will invite the GMCS community to events that they host.
- **Bloomington Housing Authority** will help us identify low-income families in conjunction with our mission for social justice practice and education. There are no fees related to this relationship.
- **The Alliance for Public Waldorf Education** is an organization that assists schools with the implementation and maintenance of Waldorf education. High quality education and accessibility to Waldorf pedagogy are part of the Alliance's mission that is realized through administrative and pedagogical guidance, national conferences, online resources, networking services, volunteer work, and additional member benefits. GMCS will join the Alliance at the start of the implementation phase to increase support and link with other Waldorf communities.

Educational Program Capacity

1. Key members of the school's leadership team.

Position	Name (if identified)
Educational Director	Mary Barr Goral, Ph.D.
Assistant Director	
Business Manager	
Community Engagement and EFS Coordinator	Brandi Smith, MS
Life Skills Coordinator	Natalie Sturbaum
University Partner	Theresa Ochoa, Ph.D.
School Project Foundation Partner	Daniel Baron

School leadership, administration, and governance will be overseen by a qualified and experienced team of educators, including the Educational Director, Assistant Director, and our School Project Foundation Partners. These individuals bring a depth and breadth of practical as well as theoretical experience. Mary Barr Goral and Daniel Baron make up this team. See **Attachments 9 and 10** for curriculum vitas/resumes.

Curriculum, instruction, and assessment will be overseen by the Educational Director, Assistant Director, University Partner, and Community Engagement and EfS Coordinator. This team includes individuals who collectively have experience in developing curriculum (Dr. Goral has a Ph.D. in Curriculum Studies), instructing students for a combined 80+ years, and developing and administering assessments through empirical research as well as in the day to day assessment of students, both elementary, middle, and college age. This team is made up of Mary Barr Goral, Theresa Ochoa, and Brandi Smith. See **Attachments 9 and 10** for curriculum vitas/resumes.

Performance management means not only keeping records and responding to those records in relationship to state assessments, which reflects on the academic performance of teachers and students, but on formative assessments in the classroom as well. We will continually assess and reflect on how well our students and faculty are meeting the needs of the mission, vision, and core beliefs of the school. The Education Director, Assistant Director, School Project Foundation Partners, Life skills Coordinator, and Community Engagement and EfS Coordinator all will be involved in managing performance. This team is made up of Mary Barr Goral, Daniel Baron, Natalie Sturbaum, and Brandi Smith. See **Attachments 9 and 10** for curriculum vitas/resumes.

Parent and Community Involvement will be nurtured and overseen by a dynamic collaboration between the school's Life Skills Coordinator and Community Engagement and EfS Coordinator. As individuals, these two bring skills in counseling, communication, program design, and an overall knowledge of the Bloomington community. Natalie Sturbaum, Life Skills Coordinator, will be available to help students in need of behavior redirection and parents in need of ideas in learning how to support children at home. Natalie hails from Washington, IN and received her BS in Psychology in 2003. She currently works as a Case Manager for IPMG. See Natalie's resume for more information about specific qualifications. Brandi Smith, the CEEfS Coordinator, will distribute information about school and community resources via newsletter and email distribution list, and maintain community contacts for the EfS and food service programs. She will also collaborate with teachers and employ community outreach for service learning to build team capacity in EfS. Brandi recently received a Masters of Science in Human Development and Family Studies, and comes from a wide variety of education experiences ranging from early childhood through adults, making her a perfect match for working with school families. In addition, she has engaged in numerous employment and volunteer efforts in the Bloomington community since 1995, giving her a large social network from which to draw community connections. Last, both positions will collaboratively oversee the development, organization, and participation in the Parents Club to further support school families and school-community events. (See **Appendix Q**)

2. Organizations, agencies, or consultants that are partners in planning and establishing the school.

Ongoing partners include Center for Sustainable Living, Bloomingfoods, Kentahnten Teacher Training, and School Project Foundation. Please refer to the above section on **Parent and Community Involvement** for a complete description of our partners.

3. The principal/head of school candidate.

Dr. Mary Goral will be the school's Educational Director. Dr. Goral has extensive educational leadership experience in public school education, higher education, and Waldorf education. Individuals with leadership capacity, teaching experience (public school, private school, and university), and a deep understanding of Waldorf education in the public school sector are rare. Yet these are the qualifications that a leader for a school such as ours needs. The following list summarizes Dr. Goral's leadership record:

- Building representative for MCCSC's teachers' union
- Treasurer of MCCSC's teachers' union
- Director of Indiana University's Gifted and Talented Summer Camp
- Faculty secretary for Mount Mary College
- Director of Early Childhood/Elementary Program, Mount Mary College

- Co-creator and director of Great Lakes Teacher Training (Waldorf Teacher Training in Milwaukee, WI)
- Creator and director of Kentahten Teacher Training (Waldorf Teacher Training in Louisville, KY)
- Faculty Council representative for Bellarmine University, Louisville, KY
- Creator and director of the Masters with an emphasis in Waldorf education, Bellarmine University, Louisville, KY
- Director of the Waldorf-inspired Cadre (a group of public school teachers in Louisville, KY who use Waldorf-inspired methods in their classroom)
- Board of Trustees member at Rudolf Steiner College
- Founding member of GMCS
- Educational consultant at Meredith Dunn School, a private school for children with special needs located in Louisville, KY
- Educational consultant for Blue Oak Charter School, a Waldorf-inspired charter school in Chico, CA

See **Attachment 9** for Dr. Goral's curriculum vita.

Although Dr. Goral has not managed a charter school, she has managed a number of other organizations. She is currently embarking on a leadership training program designed for Waldorf Charter School leaders at the Rudolf Steiner College in Sacramento, CA.

Dr. Goral has extensive teaching experience with children and teachers of diverse backgrounds and learning styles. Dr. Goral taught at Dyer Elementary in the mid-early 1980s. This Monroe County school served mostly minority students and students of Appalachian decent. While teaching at both Mount Mary College and Bellarmine University, Dr. Goral worked with student teachers teaching in urban and poor environments. Part of Dr. Goral's responsibility in directing the Waldorf-inspired cadre has been to mentor public school teachers by teaching lessons in their urban and rural classrooms. Furthermore, for the past three years, Dr. Goral has worked with teachers and students at Meredith Dunn School, a private school for students with special needs. At Meredith Dunn, Dr. Goral helped teachers integrate Waldorf-inspired methods into their classrooms by modeling/teaching lessons to students and offering workshops for the teachers.

4. Responsibilities and qualifications of the school's leadership/management team.

The GMCS Founders Group is unique because all of the members will play active roles in the daily life of the school, either as teachers, administrators, or consultants.

Educational Director

- Day-to-day operation of the school in the context of the school's mission, vision and core beliefs
- Advocate for children and families
- All curricular, instructional and assessment decisions
- Instructional materials
- Expenditures of instructional materials
- Expenditures for professional development
- Scheduling
- Oversee recruitment of students and admission procedures
- Discipline
- All personnel decisions, excluding the contract of the Educational Director, which will be approved by the Governing Board
- Ensure the success of all school programs and operations
- Provide leadership and clear guidance to the school community
- Foster and ensure a professional and collegial climate
- Oversee the professional development of school staff
- Co-evaluate instructional staff in collaboration with the Assistant Director

- Lead the search and interview process for hiring staff
- Grant writing

Assistant Director

- Support all day-to-day operations of the school
- Be an advocate for children and families
- Perform administrative responsibilities such as preparing reports for the state, federal government and local agencies
- File paperwork with the proper agencies
- Work with the Educational Director to see ADM count is administered properly
- Provide student achievement research, data and analysis
- Direct student assessment
- Collaborative grant writing
- Oversee support staff

Business Manager

- Prepare purchase orders
- Prepare bank deposits
- Match purchase orders to vouchers
- Prepare vouchers
- Prepare information for payroll processing
- Assist Educational Director when needed
- Support grant writing and management
- Manage procurements and keep account of expenditures and allocations
- Maintain accurate financial and business records in conformance with best fiscal practices
- Coordinate all documentation for personnel matters, including the hiring of staff, leaves, payroll, and certifications
- Under the direction of the Treasurer of the Governing Board, draft fiscal and accountability reports and prepare for annual audits
- Assist the Educational Director and Assistant Director in developing school budgets
- Oversee health and safety requirements
- Recommend appropriate business-related school policies and procedures
- Implement policies requiring internal fiscal controls
- Implement policies prohibiting conflicts of interest

Community Engagement and EfS Coordinator

- Work closely with Educational Director and Life Skills Coordinator
- Distribute information about school and community resources via newsletter and listserve
- Maintain community contacts for the EfS and food service programs
- Collaborate with teachers and employ community outreach for service learning to build team capacity in EfS
- Work with school families
- Offer family education on a variety of topics as needed
- Facilitate parent/family feedback through surveys or personal contact
- Coordinate school volunteer efforts
- Collaboratively oversee the development, organization, and participation in the Parents Club to further support school families and school-community events (see **Appendix Q** for a description of Parents Club)
- Oversee Food Service

Life-Skills Coordinator

- Work with whole classes as well as individual students to help understand the school culture (first year)

- Work with students in groups and individually concerning emotional struggles that accompany academic struggles
- Work with students in groups and individually concerning social/emotional issues
- Support teachers in their work with students
- Work in collaboration with Educational Director to support students and teachers
- Work in collaboration with Community Engagement and EfS Coordinator
- Work with parents in groups and individually to help support their children's social and academic success
- Help students with self-understanding, building self-esteem and evaluating their life experiences.
- Talk to students about their future and help them set and reach goals and draw out a student's personal potential.
- Work with student families on how to deal best with behavioral and emotional challenges.
- Be responsible for classes and sessions that will be made available to students and families after school hours to support overall emotional health
- Engage clients, encourage positive peer interactions and healthy socialization
- Redirect inappropriate behaviors
- Seek positive resolution to client conflicts and difficulties using professional behavioral health tactics and training
- Be available for and participate in ongoing trainings
- Document client progress and capture accurate claims information in a concise, professional, and accurate manner

School Project Foundation Partner

- Support the growth and development of GMCS
- Work closely with the Educational Director as a mentor
- Work closely with the Assistant Director as a mentor
- Offer professional development opportunities in Critical Friends groups to the GMCS faculty/staff
- Offer help and support with unexpected problems that will arise when starting a new school

University Partner

- Consultant for special education and ELL students
- Consultant for at-risk student population
- University liaison
- IU School of Education contact
- Research partner

See **Attachment 10** for the professional biographies, qualifications, resumes, and curriculum vitas for leadership team.

Timeline for filling positions not yet filled:

The table listed in answer 1 above illustrates who will fill the leadership positions. We do, however, have two positions that are not filled: the Business Manager and Assistant Director positions. We intend to have these positions filled no later than July 1, 2013. The responsibilities for the positions are listed above. (see **Attachment 10** for qualification of Leadership/Management Team) We will recruit our Assistant Director by conducting a national search and advertising to/in historically black colleges and university schools of education, The Chronicle of Higher Education, Education Week, the local media, the Louisville Courier Journal, the Indianapolis Star, The Alliance for Public Waldorf Education's website, DOE, University of Indianapolis, Butler University, and Indiana State University. We will advertise locally for our business manager.

5. Working full-time or nearly full-time on development of the school.

Mary Goral will work full-time or nearly full-time to lead in the development of the school following the application approval. Brandi Smith, Natalie Sturbaum, and Andrea Golden (founding members) will work on an hourly basis. We will compensate these individuals through start up grants. Their responsibilities will include securing and preparing the building, securing transportation, recruiting students and teachers, offering professional development for new teachers, arranging bookkeeping and an accountant, (we intend to use Bookkeepers Plus), putting a business management plan in place, advertising for administrative staff (e.g., receptionist, nurse), ordering materials and supplies, planning festivals and get-togethers with school families (pre-opening), and arranging home visits with every child.

Section 2. Operations Plan & Capacity

Governance

Legal Status and Governing Documents

The Green Meadows Charter School has filed for its Articles of Incorporation. The Internal Revenue Service application for 501c3 status will be filed when the school has been chartered. The GMCS Founders Group has also adopted proposed By Laws and a Code of Ethics for its Governing Board. (See **Attachments 11, 12, and 15**)

Organization Charts

See **Attachment 13** for the school's organization chart.

Governing Board

1. The governance philosophy.

The governance philosophy of the Green Meadows Charter School is that the Governing Board is responsible for supporting the vision, mission, and core beliefs of the school and for providing sound fiscal oversight. The Board will establish policies that govern fiscal management, school business, facility use, personnel, and all fiduciary matters. It will also oversee the policies and practices of reaching out to the community it wishes to serve. Key stakeholder groups include a) administrators and staff, who will have formalized channels to the Board; b) learners, who will have formalized opportunities to give feedback to the Board; c) parents of learners, who will be encouraged to participate in the school; and d) other for-profit organizations and non-profit groups desiring to further assist the learners, who will be contacted for such purposes by school staff and Board members.

The governance structure is designed so that the Governing Board will receive information and recommendations from both the Educational Director and the School and Community Advisory Council (SCAT). The Board will have no more than 15 members and no less than three members. For the first five years of operation, the Board will have no more than three and no less than one member of the Founders Group. By year three there will be no more than two or less than one parent serving on the Board.

The Board will:

- Approve an annual operating budget for the school.
- Meet regularly with school leadership to review the budget and plan for financial growth, development, and sustainability.
- Develop an annual financial timeline for the school.
- Approve fiscal reports, facilities plans, fundraising plans and reports, marketing plans and reports, contracts, annual performance review of the Educational Director, and all human resources decisions.
- Oversee the school's accounting and finance management.
- Ensure proper accounting and reporting practices.
- Create a systematic fundraising plan for the school.

- Review and evaluate the school's relationship and contract with any outside accounting, bookkeeping, and other service providers.
- Support the curriculum and educational plan outlined in the charter by supporting the work of the Educational Director, faculty, and staff.
- Create a learner recruitment plan in the event of low learner enrollment in any particular school year.
- Develop a long-range, strategic plan.

Skills represented on the Board will include: legal, business, public relations, accounting, outreach to non-profits, small business, and social services. Skills represented with proposed Board members will include: legal, accounting, non-profit experience, public relations, higher education, and social service programming experience.

2. The governance structure.

Our governance structure and composition aims to promote school success by:

- Overseeing the school's commitment to environmental sustainability, social justice, and a Waldorf-inspired curriculum/pedagogy; the interface with other appropriate non-profits; outreach to the community; and facility and financial aspects.
- Monitoring and evaluating such metrics as academic credit accrual rates and graduation rates.
- Evaluating the Educational Director to determine if her management is in alignment with the school's mission and vision statements.
- Creating a structure for effective feedback between key stakeholders and the Board.

The governance structure of Green Meadows Charter School will include a Governing Board, which will ensure that the school's mission and vision statements are guiding the day-to-day actions of the school administrators, staff, and advisory bodies. The Educational Director and Business Manager will attend meetings of the Board. The Educational Director is responsible for keeping the Board abreast of school developments and progress.

4. Transition to the formal Governing Board.

The Green Meadows Charter School Founders Group has developed proposed Bylaws and selected a Governing Board Code of Ethics that includes a conflict of interest policy. The Founders are working with The School Project Foundation to recruit and orient the Board, with a goal of having the Board take action by January 2013.

The Founders Group fully recognizes how critical the selection of the original Board members is to the success and sustainability of the Green Meadows Charter School. See number 7 below.

5. Procedure for selecting Board members.

The most important factor in identifying Board members is the alignment of their passion with the mission and vision of Green Meadows Charter School. Board member candidates will be interviewed by Founders Group representatives to ensure that the professional and personal skills of the Board mesh with the skills needed for the school to be an academic success and financial sustainable. The Board will meet a minimum of 11 times each year, with additional meetings anticipated at and prior to, start up. We anticipate two initial committees of the Board: an Executive Committee and a Finance Committee.

6. The Board's ethical standards and procedures for identifying and addressing conflicts of interest.

The Board's standards of ethics are reflected in the Code of Ethics that will be reviewed by all prospective Board members. (See **Attachment 15**) Its Conflict of Interest policy is also part of the Bylaws. Potential conflicts of interest involve self-reporting, under Code and Bylaw provisions. Additionally, Board members will also monitor one another's involvement. If a possible conflict is perceived, the Board member will informally seek out discussion with the Board member involved in the reputed conflict, with a third Board member as an observer to this conversation, to discuss whether an actual infraction may have occurred. All parties will offer the full Board a confidential summary of that conversation. It will be noted whether the issue was resolved and if Board members involved in the discussion felt the issue required further Board action.

Dr. Mary Goral, the school's Educational Director, is related to two people on the Founders Group; William Goral – husband, and Natalie Sturbaum – daughter-in-law. Mr. Goral will serve as the school's gardening consultant and Ms. Sturbaum is slated to be the school's Life Skills Coordinator. The Board will make sure that compensation for these individuals is fair and in accordance with the school's budget. Should any conflicts take place as a result of these relationships, the above named individuals will be asked to meet with the Board president to discuss the conflict and arrive at a solution. The Educational Director will be recused from any Board meeting action items revolving around issues related to salary, benefits, and evaluations.

7. Plans for increasing the capacity of the Governing Board.

Green Meadows Charter School Governing Board will increase its capacity for governing by using the National School Board Association's framework, "Key Work of School Boards: Student Achievement." GMCS chose this framework because it is based in community engagement and focuses on the Board's responsibility for providing the "conditions for excellence in teaching and learning." The eight key actions identified in the framework are: Vision, Standards, Assessment, Accountability, Alignment, Climate, Collaboration and Community Engagement, and Continuous Improvement. The GMCS Governing Board will have two annual retreats focusing on the development of the Board's capacity to govern. The opening retreat will provide an in-depth training on the eight key actions of the framework. The mid-year Board retreat will be an assessment of how the Board is performing on each of the eight key actions.

The Board members will be identified in three different "flights." Each member will be placed in either the first, second, or third flight upon election. The terms of the Board members will be three years. Board members in the third flight will serve three years before re-nomination, the second flight for two years and the first flight for one year. Board members can only serve for three consecutive terms. They must then step down for at least one year before rejoining.

Board vacancies will be filled using the Board's nomination process. The process includes a meeting with the Educational Director and the Chair of the Board and a review of the school's vision, mission, core beliefs, Board meeting calendar, and the Board's Code of Ethics. If the proposed candidate shares the passion and commitment to the school's work, the candidate will be voted on by the full Governing Board.

The Founders Group has identified the key strategic needs in terms of the Board's expertise. The group will prioritize legal, business, accounting, and financial expertise as they vet potential Board members.

New Board members will receive a Governing Board handbook that includes the school's vision, mission, core beliefs, Code of Ethics, and the *Key Work of School Boards* Framework. They will also tour the school and observe a Board meeting before being formally nominated to the Board.

Advisory Bodies

Advisory bodies or councils to be formed.

The GMCS School Community Advisory Team (SCAT) will serve the school and the Governing Board by crafting proposals for Board review, exploring multiple options for difficult issues, obtaining multiple perspectives on issues that concern the school community, and providing feedback to the school Board and school leadership team.

The SCAT will be comprised of students, parents, teachers, teaching assistants, and involved community members.

Grievance Process

The Green Meadows Charter School will address grievance issues arising from learners or parents on a fair and equitable basis. As a first step, we anticipated school administrators and staff will attempt to resolve most learner and parent grievance concerns through informal conversations. However, if informal discussion is unsuccessful in resolving the concern or if the grievance issue is severe, the school will take the following procedural steps:

- Step One: Administrators or staff meet privately with learner or parent to discuss matter and attempt to arrive at resolution.
- Step Two (if grievance persists after Step One): Grievance presented, in writing, to Governing Board, with administrator and learner/parent input.
- Step Three: Board makes a decision based on the written submissions and personal interviews. They will make their decision based on the evidence and on the school's mission, vision and core beliefs. Their decisions will be in accord with any applicable state and Federal requirements.
- Step Four: Leadership administrators will follow through on Board's decision.
- Step Five: If the resolution to the grievance is not satisfactory to the concerned party, the concern can be taken to the Charter Office of Ball State University.
- Step Six: If the complaint is related to a Special Needs learner and no satisfaction is achieved after the Ball State University office has made a decision, then a complaint form can be completed and submitted to the Indiana Department of Education (IDOE) legal division. The complaint must have occurred within one year of the date the complaint is received by the IDOE. All rules and regulations in regards to filing a complaint can be found in section 511 IAC 7-45-1 of Article 7.

Staffing

Staff Structure

1. Staffing chart for school.

See **Attachment 17**.

2. Managing the relationship between school senior administrative team and the rest of the staff.

The Governing Board will delegate operational responsibilities primarily to the Educational Director and financial operations responsibility to the Business Manager.

The Business Manager and the Administrative Assistant will each have operational responsibility for their own areas but will carry out their respective duties under the general supervision of the Educational Director, who will function as the Board's chief operating officer of the school.

The Educational Director will report directly to the Governing Board. The Educational Director will supervise the school staff and will be the point of leadership for day-to-day delivery of the educational program, for school operations, and follow through on Board policy directives and budgetary decisions regarding the

operations of the school. The Educational Director will make recommendations to the Board regarding personnel and policy issues. The Educational Director will be responsible for supervision and training of teachers and for directing the program of instruction.

The Assistant Director is responsible for federal, state, and local reporting and compliance and will report to the Educational Director. The Business Manager will report to the Educational Director and will be the financial, accounting, and procurement officer for the proposed school, responsible for maintaining accurate and complete records, conforming to appropriate laws and regulations, carrying out Board policies and directives, and assuring proper internal controls. When the Director is off site, the Assistant Director will be the responsible party within the school. The Assistant Director will also be charged with developing a school-wide system for continuous improvement in the educational program and will be responsible for ensuring that all students meet or exceed the expected school-wide learning results.

The Community Engagement and EfS Coordinator will be responsible for parent and community relationships, the EfS program. The position, reporting directly to the Educational Director, will also oversee the Food Program and the garden.

The Life Skills Coordinator will serve as a support for the students and will also provide programs for parents. The Life Skills Coordinator reports directly to the Educational Director. The teaching staff are responsible for teaching their classes and report directly to the Educational Director.

Teachers' aids will report to the teachers and ultimately to the Educational Director.

The support staff will take care of the day-to-day operations, such as answering phones, greeting people, and will report to the Educational Director.

The teacher to student ratio will be no more than 1:20 in Pre-K and no more than 1:25 in grades K-5. Adult to Student ratio for the first year will be 1:10.

Staffing Plans, Hiring, Management, and Evaluation

1. Relationship between school and its employees.

We intend for our employees to be at-will employees who will sign letters of agreement. We have not yet developed our employee handbook.

2. Salary ranges and employment benefits.

Salaries:

Proposed average salaries:

- Education Director: \$50,000
- Business Manager: \$45,000
- Assistant Director (Part-time): \$25,000
- Community Coordinator/EfS (3/4 time): \$30,000
- Receptionist (Part-time)/Nurse (Part-time): \$20,000
- Twelve Classroom Teachers: \$40,000/teacher
- One Special Education Teacher: \$40,000/teacher
- Nine Full-time Equivalent Aides: \$8/hour
- Four Part-Time Specialized Teachers: \$20,000/teacher
- Life Skills Coordinator (Part-time): \$20,000

Employee insurance and benefits will be provided to full-time salaried positions and are calculated at 18% of salary amounts.

The average teacher salary of \$40,000 is based on the Monroe County salary schedule for a teacher with a Masters Degree and five years experience. All listed salary positions and hourly positions will ideally receive a 3% raise each year. Staff recruitment has already begun, and several passionate, highly qualified individuals have shown interest in working with our school. Even though there are several individuals interested in working at the school, all staffing positions will be advertised, and the hiring process will be implemented. GMCS plans to retain staff members through the following methods:

- Providing a green, healthy, and positive work environment where they feel valued and appreciated
- Providing Waldorf-specific training free of charge
- Staff appreciation events
- Public recognition on the school website and other media for outstanding job performance

3. Recruiting and hiring the teaching staff.

All teaching staff will meet the Highly Qualified (HQ) criteria in accordance with IC 20-24-6 and the state certification requirements prior to employment. If the most qualified candidate for an area of need does not meet the HQ criteria but does hold a current teaching license in the state of Indiana in a relevant teaching area, a temporary/emergency license will be explored and, when appropriate, secured. Any teacher on an emergency license will be expected to work toward the license in the first year in the position. Six credit hours per year will be secured to maintain the emergency license for the following year. Certification must be reached within three years of beginning the position under the emergency license.

In addition to the HQ requirements, GMCS believes that selecting staff is the most important decision in ensuring success for all students and the life of the school. We will ask that all of our teachers have their Waldorf Teacher Training or be in the process of obtaining that training. Kentahten Teacher Training, one of our school partners, has agreed to provide training for our teachers.

Currently, we have a number of teachers (certified for public school and in Waldorf) who have expressed interest in our school. We feel confident that we will be able to recruit the needed faculty. Several avenues exist for advertising nationally, including the following websites: www.waldorfworld.com and www.allianceforpublicwaldorfeducation.org. Once we have received our charter, we will actively begin recruiting teachers. Our intention is to have all teachers hired by June 1, 2013 so that we can have everyone present for staff development prior to the start of school.

4. School's procedures for hiring and dismissing school personnel.

GMCS will conduct a careful review of each application. We will look for a candidate's alignment with our core beliefs, mission, and vision. We will invite our team of founders to interview all potential candidates. For each prospective and qualified candidate, we will:

1. Conduct a phone interview
2. Conduct a personal interview
3. Request a teaching tape
4. Request the candidate teach a lesson
5. Carefully review candidate's references (at least three)

GMCS will also ask for copies of certification, transcripts, and will confirm certification with the state of Indiana. All employees will be required to provide information needed to conduct a criminal background check.

Regarding dismissal, we will first meet with the employee in question and provide detailed feedback. If concerns arise, we will create an improvement plan. If the employee is not capable of making the required improvements/changes, the person will be dismissed. In the unlikely case that early dismissal happens (e.g. prior to the end of first semester), the employee will be let go at semester's end. If problems occur later (e.g. during second semester) the dismissal will occur at the end of the school year.

5. Support, development, and evaluation of the school leader.

We will support our Educational Director by offering leadership opportunities through courses and professional development in order to continually improve her leadership skills and to encourage life-long learning. The Educational Director will receive support from school partners at the School Project Foundation (see community partners) and from university partnerships and liaisons. Mr. Daniel Baron, the Director of the School Project Foundation, has been providing professional support for school principals for over 25 years. Mr. Baron has provided school leadership professional development for school districts and major school reform initiatives across the country. Mr. Baron wrote the *Instructional Leadership* column for the National Association of Secondary School Principals Journal, Principal Leadership, from 2006-2008.

Mr. Baron will be supporting the School Director and the leadership team one day each week during the planning phase and the first years of implementation. Mr. Baron will also provide professional development training to Green Meadow Charter School staff in *Professional Learning Communities* (Critical Friends groups). (See **Attachment 19**) Mr. Baron's support will draw heavily from the highly acclaimed, *School Leadership that Works: From Research to Results*. Mr. Baron will support the School Director and the Governing Board to understand the 21 Responsibilities of the School Leader, Two Types of Change, Doing the Right Work, and co-creating a Plan for Leadership (Marzano, Walters, & McNalty, 2005.)

The School Project Foundation will work with our Governing Board to develop a school leader evaluation process that evaluates current best practices for school principals and will create an evaluation tool that is grounded in Waldorf Education leadership beliefs and practices. The evaluation tools will be developed during the planning year.

The Educational Director will also be asked to compile a yearly self-evaluation, which will be modeled after self-evaluation tools used by colleges and universities. (See **Attachment 19**) Finally, given the collaborative nature of the school community, the Educational Director will freely seek feedback from other administrators, faculty, staff, and parents on a continual basis.

6. Support, development, and evaluation of teachers.

As part of an employee retention plan and to ensure continuous improvement in overall school quality, the school will philosophically and financially support faculty, staff, and administrative personnel in their continuing education, training, and professional development. GMCS views teachers as lifelong learners and believes that effective professional development is systemic, sustained, reflective, and supportive of standards implementation, and therefore, the Educational Director will devise a professional development strategic plan with specifically targeted goals and objectives.

Teachers will be observed/evaluated regularly by the Educational Director and the Assistant Director using both the RISE criteria for evaluation and the Constructivists' rubric for assessing teachers. (See **Attachment 19**) Teachers will also be asked to complete a yearly self-evaluation, modeled after the self-evaluation tool used by the Educational Director. Following the observation by the Educational Director, both parties will meet to discuss the evaluation.

7. Handling unsatisfactory leadership or teacher performance, changes, and turnover.

Should either a teacher or administrative staff receive unsatisfactory evaluations, we will take the following steps:

- a. Consultation and collaboration with the affected employees
- b. Maintain a balance of the school's responsibilities to safeguard employee rights while maintaining the greatest commitment to the welfare of the children
- c. We will use our hiring process for turnover
- d. We believe we will have many more applicants for positions than we have openings, so candidates will be ranked, and files kept
- e. Follow the steps in #4 above.

Professional Development

1. Identify the person or position responsible for professional development.

GMCS has identified our Educational Director, Dr. Mary Goral, to lead and be responsible for the school's professional development. Dr. Goral has created and directed two Waldorf teacher trainings and it is with great confidence that we assign the professional development to her.

2. Core components of professional development.

Professional development should improve student learning through measurable outcomes. Research indicates that professional development opportunities have a positive impact on employee effectiveness and satisfaction, and also have a positive impact on student learning. Teacher improvement is seen in teacher-collegial working, lesson planning, increasing understanding of standards and learning outcomes, increased skill in facilitation of class discussions, and colleague evaluations. GMCS views professional development as a lifelong learning process that nourishes the growth of educators, both as individuals and as instructional team members, with the goal of improving skills and abilities in order to increase student achievement.

With the support of Kentahten Teacher Training (Waldorf-inspired teacher training), Daniel Baron (Critical Friends Groups and Responsive Classrooms), Brandi Smith (EfS) Theresa Ochoa (Rtl) and others, we will offer internal professional development for our educational staff (teachers, aids, administrators).

3. Schedule and explanation of professional development.

Because we intend to hire highly qualified instructors with state teaching credentials as well as Waldorf training, our professional development will deepen the education of our employees in Waldorf instruction and will also offer training in Education for Sustainability (EfS), our student discipline plan, Critical Friends, and Rtl.

DATES	COURSE TITLE AND EXPLANATION
Nov. 1-4, 2012	The Arts and Waldorf Education I: this workshop focuses on the art forms of Eurythmy, singing, handwork, and geometric drawing. Teachers will also learn the theory behind the practice of the arts and the development of the child.
Feb. 7-10, 2013	The Arts and Waldorf Education II: this workshop focuses on the art forms of Eurythmy, singing, and water color painting. Teachers continue their study of the theory behind the practice of the arts and the development of the child.
April 4-7, 2013	The EfS Curriculum: Teachers will be introduced to

	the EfS Curriculum and the blocks that will be taught through the grades.
June 17 – June 28, 2013	The Waldorf-inspired Summer Institute: This two week institute will offer Waldorf-inspired Language Arts instruction in week one and remedial work and RtI in the Waldorf School during week two, which covers methods for working with at-risk students and students with learning issues.
July 22, 2013	By this time all school personnel should be hired. This day will be devoted to introductions of staff and a school work day to build community.
July 31 – Aug. 2, 2013	This three-day workshop will be a compilation of trainings necessary for school personnel to become familiar with the day-to-day operations of the school, including opening day routine, scheduling, buses/transportation, CPR training, the discipline plan, Circle of Courage model, insurance/benefits, Critical Friends Training, assessment practices, and parent/community involvement.
Summer 2013	One elementary teacher and one middle school teacher will attend a Responsive Classroom workshop which teaches/instructs them on the school discipline program.
Summer 2013	Our CEEFS will attend training for Education for Sustainability at Shelbourne Farms or the Cloud Institute.
Summer 2013	Our handwork teacher will begin training at Sunbridge College

4. Expected number of days/hours for professional development.

During the summer, teachers will be expected to attend the two-week Waldorf-inspired summer institute (10 days) and the workdays prior to the beginning of school (3 days). During the first term, we will have a day dedicated to goal-setting. During the second, third, and fourth terms we will have conference days (3 total), dedicated to professional activity. At the end of the school year, we will have 3 days after the students finish to reflect, evaluate and look forward with plans for the following school year. Each week we will dismiss early on Thursday (1:30pm) and teachers, administrators, and staff will meet from 1:45 – 5pm. These days are dedicated to collaborative work and professional development.

Performance Management

1. Mission-specific **educational** goals and targets.

It is our goal for students to learn:

- respect and reverence for self, one another and the natural world
- that they can make positive changes for themselves, others, and the community
- that a world without environmental sustainability is not socially just and without social justice the world is not sustainable
- that honoring relationships with one another is crucial in our world
- that we are here to be of service to others and the community
- that learning can be a joyous, engaging activity
- that every individual is worthy of love and respect
- that every individual has assets to share with the school and larger community
- that it is okay to ask questions, to be curious and to explore
- proficiency in the fine arts, including singing, playing an instrument, painting and drawing

- the value of the practical arts, such as woodworking, handwork and gardening
- that they can learn to achieve at high levels
- how to learn

Measures and Assessments for Above Goals

At GMCS the relationship between a teacher and a student is a very strong one, partially because of the three-year looping arrangement, but also because of our mission, vision, and core values. As a result, our teachers are able to assess the day-to-day growth and achievements of each student in a deep, and comprehensive manner. Every year teachers have conferences with parents in the spring and the fall, and compose extensive written reports that discuss not only the student's academic progress, but their social and emotional well-being. The third written report is an even more conclusive year-end evaluation.

In accord with the federally mandated RtI program, GMCS will use Tier 1 school-wide screenings to assess the progress of our students, and identify students at risk for school failure, both academically and socially/emotionally. The screening will also be helpful to teachers in identifying the possible areas of improvement for the general classroom. Those students needing extra attention will work in small groups with the classroom teacher or highly qualified assistant. Students who have additional social/emotional needs will have the opportunity to meet as a group with the Life Skills Coordinator. In Tier 3, after a full evaluation, students receive the most intensive intervention by a Special Education professional.

In order to measure the unique goals we have for our students we intend to use the Circle of Courage model (<http://www.reclaiming.com/content/about-circle-of-courage>), which identifies four universal growth needs for children. These include Belonging, Mastery, Independence, and Generosity. These concepts will be presented to teachers as part of their professional development.

All eighth grade students will participate and complete a capstone service learning project, centered on a subject of their choosing. The project, which will require substantial research and writing, will involve a hands-on component and will be guided by an outside mentor who is experienced in the field of study. Each student will produce a project implementation plan or portfolio of work and be required to present it to the school and larger community.

2. Mission-specific **organizational goals and targets.**

It is the goal of our school that:

- All teachers are Waldorf-trained and highly qualified educators.
- We give back to the community through service learning projects and community service.
- We offer the community artistic performances, including plays, concerts and examples of student accomplishments.
- We grow enough food in our school garden to give back to ourselves and to community organizations, such as Mother Hubbard's Cupboard (a local food pantry).
- Our students graduate with the will, skill, capacity and knowledge to bring about positive change to themselves, others, and their community.
- We create an environment of respect, where everyone is valued and each voice is heard.
- We are transparent and are communicative with students and the families we serve.
- We create a community of teachers where everyone is supported and encouraged to teach with freedom and creativity.
- Each child leaves eighth grade as fully prepared to succeed in a rigorous high school program.
- Our budget will continue to have increased income over expenses from year to year.
- We have 60 days cash surplus in reserve by our fifth year.
- We retain 90% of our students from year to year.

Measures and Assessments for Above Goals

Teachers will compile an annual self-evaluation that includes teaching goals they met, administrative feedback, and an overall school assessment. After fall conferences, parents will be asked to complete a survey that measures parent satisfaction and solicits ideas for change and improvement. A second parent survey will be distributed and collected at the end of every school year to measure continued parent satisfaction. GMCS will collate the information gathered from the teacher self-evaluations and parent surveys and evaluate the results for improvement in the coming year. Charter schools are schools of choice; their success is reflected in the retention of students. As a measure of accountability, GMCS will strive for a 90% student retention rate (excluding exiting graduates and families relocating out of area). Parents of both returning and exiting students will be asked to indicate how the GMCS program has met or not met their student's expectations and/or needs. This information will be analyzed and reviewed by the Governing Board. GMCS will make every effort to provide all stakeholders, especially parents, with the progress and development of the school. We will also ask that graduating students (and their parents) complete exit interviews so that we may continually improve the quality of our school. Finally, we will ask that the Governing Board provide an end-of-year evaluation that looks not only at school achievement, but at our fiscal accountability and our service to the community. This report will be presented to teachers, administrators and staff at a general meeting.

3. Primary interim assessments for assessing student learning needs and progress.

At GMCS we intend to utilize the backward design method (Wiggins and McTighe, 1998), where we first look at the results we want to achieve, then plan curriculum blocks (units) and assessments accordingly. Thus in order for meaningful measurement to take place, school-wide academic goals and standards must first be established. Because student performance cannot be accurately measured if learning targets remain elusive, assessment of GMCS student performance will begin with well-articulated expected school-wide learning results. These goals function as important instructional pillars, as well as observable evidence that a student has achieved success in a standards-based educational environment. They will apply to all students at all grade levels. They will be cultivated in daily classroom instruction and in a student's demonstration of learning. Student progress on these goals will be monitored using a variety of formative and summative techniques.

The design of GMCS' comprehensive assessment system rests heavily upon the Indiana State Standards and Common Core Standards, which will be used to identify important ideas, concepts, and skills, the attainment of which will be used to demonstrate instructional accomplishment across all disciplines and grades. Performance standards will challenge students to prove or apply content knowledge.

Before a lesson or unit is taught, the school will pose the question, "What evidence must be collected from students in order to demonstrate their knowledge and proficiency on the standards?" Once this question has been posed, the assessment will be designed and the scoring criteria developed. Keeping the desired outcomes in mind, the teacher will then be ready to plan and sequence the learning activities. Assessment will inform instruction, culminating in the creation of unique projects, exhibitions, and overall higher student achievement. Teacher observation of student learning outcomes will be emphasized in the lower grades, and class tests will be employed in the four higher grades. The latter will provide the background knowledge used as evidence for setting the rating scales on the rubrics.

Multiple Measures of Interim Assessments

Employing multiple measures of standards-based assessment is important if we are to successfully measure the depth and breadth of what students are learning. In addition to providing a more complete and accurate representation of student achievement over time than is possible with a single measure of assessment, the use of multiple measures also serves to ensure that instruction does not focus on a single test or a narrow set of learning styles. Specific elements of the GMCS's assessment plan will be individually described below.

Assessment as Part of Instruction

Assessment as part of instruction is one of the most important and powerful tools the teacher possesses, because it engages the students and the instructor in a formative, frequent, and ongoing process that enhances learning. Accordingly, GMCS will develop a variety of authentic assessments that are part of the instruction and that challenge students to prove standards proficiency. These internal assessments will be rigorous, relevant, and reliable. They include, but are not limited to:

Portfolios in the form of Main Lesson Books. Portfolios help students generate and demonstrate a broad view of their skills and accomplishments. A student portfolio will contain collections of a student's work from across the disciplines, and will be assembled over time to show growth and the student's best work. Learning products will be accompanied by thoughtful reflections to facilitate metacognition.

Rubric-Based Teacher Assessments. Rubrics will be designed to establish clear assignment and course expectations and to provide specific and timely feedback to students. Three times each year, teachers will evaluate student performance using these rubrics, which track individual student progress in regard to specific skills and knowledge content. Teachers will meet with parents to discuss student progress at designated conference times. Any student who is not progressing as expected will receive further focus through teacher/administrator meetings specifically designed for this purpose.

Internal Diagnostic Tests. Internal diagnostic tests will be given throughout the year. Instructional changes will be made based on diagnostic findings. In addition to providing information necessary to adjust curriculum offerings, diagnostic testing will be a means to chart students' increased standards-proficiency over time. The selection and where appropriate, adaptation, of these diagnostic tests will be made collegially by the instructional staff.

Best Instructional Strategies. Research-based instructional strategies will be used to challenge students to think at higher-levels and show acquired knowledge and skills (Marzano, 2001). Example strategies include:

- Effective questioning techniques
- Summarizing and note-taking
- Collaborative work
- Non-linguistic representations of key concepts and vocabulary
- Homework and practice

4. Academic progress measurement and evaluation.

Green Meadows Charter School students will be assessed using formative and summative assessments, a variety of alternative assessments, and the required assessments, such as ISTEP+, IREAD-3, IMAST, ISTAR, NWEA, and ECA. Both formative and summative assessments are imbedded in Waldorf education. For example, teachers observe students daily in the morning circle and when appropriate, take anecdotal notes regarding any notable needs a child might have or significant gains/improvements. Formative assessments will be taken on students' daily work in mathematics and language arts. In addition, teachers will use students' main lesson books as a type of summative portfolio of student work. The books are formally reviewed by teachers at the end of each 3-4 week block (unit) of instruction, but are looked at several times a week as well. Teachers are able to inform instruction by carefully monitoring and assessing the main lesson books. The books also help make student learning visible to parents. (See **Appendix B** for sample main lesson book entries) Older children will be assessed at the end of units of study using teacher-made summative assessments that match instruction. We will hold parent/teacher conferences in both the fall and spring, where anecdotal evidence will be presented, main lesson books shared, and student performance on end-of-unit exams explained.

Because there is significant research that supports the positive effects of providing feedback regarding student achievement, learning progress will be regularly reported to parents and, as appropriate, to the students themselves. Three progress reports in narrative form with notations will be disseminated to parents/guardians during the course of the school year. These reports will document student progress in relation to the specific State Standards and Common Core Standards as they align to the curriculum. At the end of each year, teachers will provide parents with an extensive, criterion-based written report detailing the student's level of success. These reports will be accompanied by assessment rubrics so parents receive both a quantitative and qualitative measure of their child's development.

The Assistant Director will be responsible for collecting and analyzing student achievement data. The state mandated tests in language arts, mathematics, and other mandated subjects will be administered annually, in compliance with federal and state requirements. Since individual results on this assessment will be reported back as student performance levels, GMCS will use this data to identify students' proficiency on grade-level standards. GMCS teachers and instructional leaders will then be better equipped to make key decisions regarding individual students, as well as school-wide programs and courses. The data will be used in tandem with other evidence from our multiple assessment program to design appropriate support systems for students who need supportive instruction, remediation, or enrichment. Results from state achievement tests will also be used to set academic goals for individual students and the school as a whole.

GMCS will utilize the following mechanisms to ensure that the proposed school will be accountable to parents and the school community for the students' success:

- Parents and the school community will be regularly updated regarding the philosophy and process of assessment. Specifically, information on how students are progressing toward their goals will be shared on a quarterly and annual basis via progress reports, report cards, newsletters, meetings, school accountability reports, etc.
 - Parents will participate in conferences at which the teacher will share student portfolios and other accomplishments.
 - Student assessment will be ongoing and used to determine levels of student achievement throughout the school. Assessment data will be analyzed in a timely manner, enabling staff to identify areas that need strengthening and plan how to improve instructional programs and student support. New goals and priorities then will be set based upon assessed student needs.
 - School assessment will measure and track the school's progress toward its goals. Assessment results will be used to determine program adjustments needed. Data collected will provide information to parents, the community, and the Governing Board regarding the performance and progress of the school. GMCS will make every effort to provide all stakeholders, especially parents, with opportunities to be part of the educational planning and implementation stages of the development of the school.
5. Managing the data, interpreting it for classroom teachers, and coordinating professional development to improve student achievement.

The Assistant Director will be responsible for managing the data, interpreting it for classroom teachers, and leading/coordinating professional development to improve student achievement.

6. Training and support for analyzing, interpreting, and using performance data to improve student learning.

All founding faculty members will receive *Critical Friends Coaches* training (a powerful professional learning community model) prior to the opening of the school. The training will focus on learning the tools and

processes for making meaning out of academic data, looking collaboratively and critically at student work that does not meet standards, and working together to help each teacher revise lesson planning, instructional strategies, and assessments to improve student achievement. Daniel Baron, a leading national expert in training and facilitating professional learning communities, will lead two faculty meetings per month providing ongoing professional development in collaboratively looking at and assessing work, interpreting student work in the context of necessary interventions for student academic improvement, analyzing student academic test data, and leading conversations about relevant professional texts on student academic performance.

The GMCS Founders Group believes that the best professional development for educators takes place in learning communities. A critical friends group (CFG) is a specific type of learning community that is designed to provide the focus and structure necessary to support the learning of educators within their school settings. At GMCS, our Learning Communities will help members develop new strategies, implement new curriculum, create new common academic assessments, and learn from observing each other's practices. Virtually all learning in the group is focused on improving practice by receiving feedback on lesson plans, aligning curriculum, or examining student work samples. Critical friends groups offer a forum in which members challenge deep-seated assumptions about teaching and learning, gain different perspectives about their students, surface troubling issues of equity in school, and take up questions connected to the purpose of school. Learning within a CFG helps participants question how they know what they know, be emotionally open to exposing fundamental assumptions, and surface ideas that they have uncritically accepted in the past.

A CFG builds the learning capacity of the group by engaging members in significant work in an environment that supports risk taking. CFGs will meet twice monthly at GMCS and will be sustained over time. To make it more likely that the learning community will build the group's capacity for transformational learning, several key elements will be set in place:

- Active participation in a CFG Learning Community will be a job requirement for all faculty members.
- Prospective teachers will be oriented about the school's commitment to creating a culture of critical friendship and the expectations for participation in a CFG at GMCS.
- A skilled and experienced facilitator or coach supports the group. The GMCS CFG Learning Community will be unusually qualified to work at the high levels of performance because, unlike most schools across the country, each faculty member will be a trained coach.
- The groups use protocols to build their capacity for learning. The disciplined use of protocols or agreed upon processes and structures, helps ensure active and equitable contributions by each member of the group.
- Faculty will be trained in the selection and use of carefully designed protocols to help sustain a steadfast focus on teaching and learning. The protocols offer the structure that allows a group to make their practice public to each other and explore the most difficult and challenging issues of insuring that students experience educational excellence.

Facilitative Leadership

The school leadership team will receive frequent coaching on developing the skills of facilitative leadership. Facilitative leaders are reflective about their leadership, work collaboratively, relentlessly focus on issues of teaching and learning, and are able to regularly share and get feedback about their practices from their colleagues. Facilitative leaders understand how adults learn, have a large repertoire of strategies and tools to support that learning, and are comfortable both posing challenging questions and managing the discomfort that these questions elicit. Facilitative leadership is the capacity to promote participation, ensure equity and build trust as adults learn together to improve their practice for the benefit of each student in their school.

7. Corrective actions the school will take if it falls short of student academic achievement expectations or goals at the school-wide, classroom, or individual student level.

The founders of Green Meadows Charter School are committed to students achieving academic success. This is a fundamental reason why these educators came together to create a school. According to the research in Section 1 of this proposal, we fully expect our curriculum and instructional strategies to produce great results. However, if at any time the data supports evidence that the proposed curriculum or instruction is not effective, we will take immediate action to correct it. Potential actions include:

School-wide level

If we are not successful on a school-wide level, we would look to determine if it is our curriculum or our instructional strategies that are falling short. We would continue to research the most current best practices in reading, writing, math, science, and social studies and modify our curriculum and/or instructional strategies to ensure students are successful.

Classroom level

If we are not successful on a classroom level, then we would first look at the practices taking place in that classroom (i.e., the teacher). If it appears a teacher is not effective, the Educational Director will implement an improvement plan. The teacher will be observed, given feedback, and supported to the fullest extent to ensure steady improvement. The amount of time that a teacher is given to improve will depend on the initial struggles. If at the end of the improvement plan timeline the teacher is still not making gains, the teacher will be removed from the position.

Individual student level

When an individual student is not successful, the Response to Intervention (RTI) team will convene to identify the struggles and name the interventions necessary. The interventions will depend on the student's needs. The interventions could be behavioral, academic, or social. If, after the interventions are in place, the student continues to struggle academically or behaviorally, the RTI team will reconvene to evaluate the current interventions and identify next steps. The team may propose additional interventions or they may refer a student for an educational evaluation.

Corrective actions could be triggered many ways. If a student, or group of students, is not performing well on an assessment (e.g., Waldorf specific assessment, Singapore Math, workshop-related assessments, ISTEP+, NWEA, IREAD), we would assess necessary actions to improve results. If multiple students in one class are not performing well, we would investigate if it is related to teacher effectiveness or if it is an anomaly with that particular group.

The Educational Director is ultimately responsible for overseeing that the necessary changes take place either school-wide, in a classroom, or on an individual level.

Facilities

1. Plan for identifying and securing a facility.

The organizing group has identified the following criteria for the acquisition of a building for GMCS:

- Minimum of 12,000 square feet (8,010 square feet for classroom space alone)
- Minimum of 10 classrooms
- Classroom space for handwork, Eurythmy, woodworking, clay modeling, and physical education
- Commercial kitchen and commons area
- Office space
- Green building and/or the potential to make green renovations
 - o Such renovations could include geothermal heating/cooling, solar panels, energy efficient windows, green roof, low VOC paints/stains, sustainable flooring materials such as marmoleum or bamboo, low flush toilets, all as the budget and feasibility allow
- Sufficient outdoor space to allow for the following:
 - o Physical Education/playground
 - o Edible garden

- o Education for Sustainability (EfS)
- o Outdoor classroom
- o Sustainable nursery
- Handicap accessible
- Sufficient parking

We have contacted and are working with Chris Cockerham of CFC Properties. He has shown us one specific site on the north side of Bloomington off Highway 37 – the old Brown Elementary School. This building and property is currently owned by Gail Cook/CFC Estate Holdings. CFC is looking to rent the building, but is interested in possibly selling it. It has been on the rental market for 11 months.

The building has been well-maintained since its purchase from the Monroe County School Corporation and consists of 16,000 – 17,000 square feet. This includes 8 large classrooms, two of which are divided into two rooms, totaling 10 spaces, as well as two additional rooms, a multi-purpose room (gymnasium/cafeteria), kitchen, office space, and storage. The surrounding school property measures 32 acres.

Chris Cockerham is checking with the CFC board to see if the building is up to code and when we can arrange a meeting regarding the sale of the property. Initial contact has been met with excitement from CFC, who expressed their desire to ideally rent/sell the space to a school group. Discussions regarding rental, eventual purchase, and other possibilities will be ongoing as our search for a building for our school continues.

A second potential site is the Girl Scout building and grounds located on Highway 46 in eastern Monroe County, approximately 2 miles east of the IU campus. This property consists of a 6000 square foot main building, a building of unknown dimensions, a hanger-type building of roughly 10,000 square feet, and a storage garage. The entire property measures 11.8 acres with plenty of space to accommodate gardens, playgrounds, outdoor class areas, and environmental education. All three buildings would require varying degrees of renovation, depending on the specific uses of each building. As discussions begin with the Girl Scout Council, we will bring in construction experts to evaluate the cost and feasibility of potential renovations.

Regardless of the ultimate site, the GMCS is committed to providing transportation options that will make our school accessible to all interested families. Such options may include contracting with a bus company, working with families to establish carpool routes and partnerships, and providing a ride board. See the following section, **Start-up & Operations**, for more information on our transportation plan.

Start-Up & Ongoing Operations

1. Detailed start-up plan for the school.

See **Attachment 22**.

2. Transportation arrangements for prospective students.

GMCS's plan for transporting students to and from school is based on the assumption that the school will be located either just north or east of the city. GMCS will use all forms of public transportation and is committed to eliminating all transportation obstacles for students who reside in Monroe County and Brown County. In close collaboration with Green Meadows Charter School faculty, GMCS's School Advisory Team will develop a transportation support system to ensure that all children who are enrolled in the school, live within the city limits, and cannot provide their own transportation, will be able to attend school daily. The school is reserving funds to ensure access for each student. GMCS will work closely with the City of Bloomington's Department of Transportation to provide transportation to the school. If needed, GMCS plans to contract transportation services in year one, but our long-term vision is to acquire our own buses and drivers. Any student with transportation needs based on their Individual Education Plan will be guaranteed those accommodations outlined in the IEP.

Green Meadows Charter School leadership team and its Governing Board will prepare a more detailed description of transportation services once the needs of our families are known.

Community Carpool

Faculty will collaborate closely with the GMCS Advisory Team to design and implement an extensive community carpool program that will provide transportation support. We believe the best possible way to ensure that our students have a safe transportation experience is by encouraging our families and community members to take a leadership role in this effort. We see this as a natural way to not only provide transportation for students, but also to authentically engage and connect our parent community.

3. School plan for safety and security for students, the facility, and property.

Facility Safety

- The building will be equipped with a complete security system that monitors all external doors and contains motion detectors.
- All doors, except for the main entrance, will be secured (locked with appropriate signage for where to enter) during the school day.
- The main entrance will serve as the only access point during the school day. All who enter will proceed to the front desk staff for sign-in, identification check if appropriate, and a nametag.
- Entry after the front desk closes each day will occur through a phone call to a staff member for entry.
- A sign-in sheet for staff working outside of typical school times will be kept at the alarm keypad.
- A closing procedure that will include:
 1. Check the security of every external door
 2. Sweep all spaces
 3. Announcement of departure
 4. Setting the alarm
- Safety procedures will be taught to all students and staff to ensure smooth implementation in the case of an emergency.

Security of equipment/technology

- Any portable item (e.g., laptops, tablets) of significant value will have locked storage available.
- The locked storage will be used for all items, which will be inventoried daily and at the end of each school year.
- Only identified adults (e.g., staff, specific volunteers) will have access to the locked storage.
- Any missing items will be reported to the administrative staff as soon as there is an awareness that the item is missing.

Security of Student and Human Resources Records

- All student records will be kept in a main, locked file cabinet in a locked space (closet or office).
- Assigned office staff may add to, copy as needed according to FERPA, or review without documentation.
- Staff may sign-out students files for a period of 24 hours at a time, with the understanding that they must be directly supervised or kept under lock and key. These files may not be taken out of the school building.
- Parents may review their child's file, according to FERPA regulations.

Staff Training

- Staff will receive professional development in safety procedures, and in how to be constantly aware of adults, students, and the surrounding space.

4. Types of insurance coverage the school will secure.

See **Attachment 23** for the insurance coverage.

Operations Capacity

- Staffing.

Mary Barr Goral, Ph.D., Educational Director, has the qualifications to select and lead a high quality staff. Dr. Goral has experience teaching in public schools, grades 2, 4, 5, and 6 and in a private Waldorf school, grades 7 and 8. Her doctoral degree in curriculum studies and nearly 20 years working with Waldorf methods in the public schools will provide the expertise in guiding her staff to deliver a strong Waldorf-inspired curriculum while meeting state and common core standards. Dr. Goral has taught and supervised both pre-service and in-service teachers, which will aid her in supervising her staff. Additionally, Dr. Goral co-designed, directed, and taught at Great Lakes Waldorf Teacher Training in Milwaukee, WI; created, directed, and taught in the masters program with an emphasis in Waldorf education at Bellarmine University; created, directs, and teaches at Kentahten Teacher Training; and directs the Waldorf-inspired Project. Her experience in leading the aforementioned programs/projects, all of which focus(ed) on Waldorf-inspired methods in the public schools, make her the ideal candidate to lead our staff. Due to Dr. Goral's long-term relationship with both teacher trainings listed above, she has access to hundreds of former students, many of whom have already expressed interest in teaching at our school. She also is knowledgeable about the websites and publications specifically related to advertising for positions in Waldorf-inspired public education.

Michelle Thompson, Ph.D., consultant to our team, is the Executive Director of the Institute for School Excellence, a non-profit organization that specializes in the guidance, training and management of Special Education services. Dr. Thompson has agreed to help our school find staffing for our special education needs.

- Professional development.

Using the leadership qualifications of Mary Goral, Daniel Baron, William Goral, and Brandi Smith, our school will have expertise in multiple areas of professional development. Dr. Mary Goral has offered professional development in the area of Waldorf curriculum and pedagogy in the public schools for nearly 20 years. Bill Goral has a BS in Physical Education, more than 25 years of teaching health and physical education, an MA in Education, eight years of teaching personal wellness in higher education, and eight years of teaching health and physical education for pre-service teachers. Bill is also a master gardener and has taught classes through Kentahten Teacher Training on gardening with children. He will offer professional development opportunities in movement and its application to the academics and in gardening. Brandi Smith, M.S. in Applied Health Science, Human Development and Family Studies, from Indiana University, specializes in systems theory and sustainable program design for personal, family, and community health promotion. Daniel Baron has been an innovative educator for more than 30 years and brings many gifts to the professional development realm, including extensive work with Critical Friends and in-depth knowledge of working in a charter school.

- Performance management and general operations.

Our Assistant Director (yet to be hired) will have the following qualifications: No less than three years experience as a school principal or assistant principal; extensive experience filing reports to federal, state, and local agencies; extensive experience collecting, analyzing, interpreting and managing student academic achievement data; extensive experience working with families in a school setting; and extensive experience in grant writing. Our Educational Director, Mary Goral, has more than 20 years of experience in directing educational programs, extensive experience in evaluating teachers, and extensive experience in supporting teachers to use creativity and innovation in their classrooms in order to remove obstacles that threaten progressive and innovative methods, pedagogy, and instruction. Our Business Manager (yet to be hired) will have the following qualifications: experience in preparing purchase orders, bank deposits, payroll; balancing and managing the budget of a small, autonomous school; filing paperwork with proper agencies; overseeing health and safety requirements; and coordinating documentation for personnel matters. Dr. Theresa Ochoa, one of our founding members, has years of experience in educational research, in the collecting, analyzing and interpretation of educational data, and in working with special needs and at-risk students.

Daniel Baron has been tireless support for Green Meadows Charter School's development. He has shared all of the developmental work of the Bloomington Project School and has offered his invaluable knowledge and experience to our work to date.

Daniel and his team have extensive experience in all aspects of staffing, professional development, performance management, general operations and facilities management. Mr. Baron has provided all of his support at no cost to the GMCS in his role as the Executive Director of the School Project Foundation (SPF).

Mr. Baron and SPF will be guiding the school in all phases of planning, start-up, and implementation. The School Project Foundation will be providing at least one day per week in support of the Green Meadows Charter School planning and implementation for as long as necessary.

- Facilities management.

Daniel Baron, founding member and School Project Foundation consultant, has over 25 years of facilities management. We will hire a Facilities Manager who will be responsible for the maintenance and upkeep of the building.

Section 3. Budget and Financial Plans

Financial Plan

No page limit for budget narrative, include as Attachment 25.

See **Attachment 25** for Budget Narrative and **Attachment 24** for Budget Worksheets.

Attachment 1
Resumes and Professional Biographies for GMCS Leadership Team

MARY BARR GORAL

2517 Country Club Road

Nashville, IN 47448

502-553-0614

kentahtenteachertraining@gmail.com

EDUCATION

Ph.D., Curriculum Studies and Mathematics Education, Indiana University, Bloomington, Indiana.
February, 1997. Dissertation: *Transformational Possibilities of Schooling: A Study of Waldorf Education*.
Director: Jesse Goodman

Endorsement in Gifted and Talented Education, Indiana University, Bloomington, Indiana, 1989.

M.S., Elementary Education, Indiana University, Bloomington, Indiana, 1985.

B.S., Elementary Education, Indiana University, Bloomington, Indiana, 1981.

PROFESSIONAL EXPERIENCE

Indiana University, Bloomington, IN, Adjunct Professor, 2011 -

Kentahten Teacher Training, Director, Louisville, KY, 2005-

Waldorf-inspired Project, Director, Louisville, KY, 2005-

Transformational Teaching, Educational Consultant, 2002 -

Bellarmino University, Louisville, KY, Associate Professor, 2007 - 2010.

Bellarmino University, Louisville, KY, Assistant Professor, 2003-2007.

Mount Mary College, Milwaukee, WI, Instructor & Director Great Lakes Teacher Training, December
2001 - 2004.

Prairie Hill Waldorf School, Pewaukee, WI, 7th and 8th Grade Teacher, 2000 - 2002.

Mount Mary College, Milwaukee, WI, Director of Early Childhood/Elementary/Middle Education,
1999-2001.

Mount Mary College, Milwaukee, WI, Assistant Professor, 1998-2001.

Hanover College, Hanover, IN, Assistant Professor, 1997-1998.

Hanover College, Hanover, IN, Instructor, 1995-1997.

Monroe County Community School Corporation, Bloomington, IN. Elementary School Teacher, 1984-1995.

Indiana University, Bloomington, IN. Associate Instructor, Student Teaching Supervisor, 1994-1995.

Indiana University, Bloomington, IN. Graduate Assistant, Javitz Grant for Rural Gifted Students, 1993-1994.

Indiana University, Bloomington, IN. Associate Instructor, Mathematics and Science Early Field Experience, 1992.

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Goral, M. (2000). A connective pedagogy. *Paths of Learning*, 2 (6), 54-60.

Goral, M. & Chlebo, J. (2000). Where's Waldorf? *Encounter*, 13 (3), 43-52.

Wiest, L. & Sturbaum, M. (1996). Need problem solving ideas? Take a trip! *School, Science, & Mathematics*, 96(4), 187-191.

Sturbaum, M. (1994). From community service to social action: One fourth grade classroom's journey. *Democracy and Education*, 9 (2), 29-30.

BOOKS IN PROCESS

Goral, M. (2010). *Education for a sustainable future: Green schools, school gardens, and authentic teaching*. Manuscript in process. Rudolf Steiner College Press.

Instructional Materials

Adair, D., Anderson, S., Carter, J., Hamilton, W., Nordmann, N., Shiffrin, S., Stuckey, K., Sturbaum, M., Svetcoff, P., Wischler, D., Wischler, M. Wood, R.(1987). *Teachers teaching teachers to implement "Minds-On" elementary science*. Prepared with support from the Indiana Department of Education and the Education for Economic Security Demonstration and Exemplary Programs.

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Amount funded: \$60,000.00

Goral, M. (2011). *Waldorf-inspired Project*. Proposal submitted to the Norton Foundation.
Amount funded: \$65,000.00

Goral, M. (2010). *Waldorf-inspired Project*. Proposal submitted to The Norton Foundation.
Amount funded: \$60,000.00.

Goral, M. (2009). *Waldorf-inspired Project*. Proposal submitted to The Norton Foundation.
Amount funded: \$65,000.00.

Goral, M. (2008). *Waldorf-inspired Project*. Proposal submitted to The Norton Foundation.
Amount funded: \$65,946.00.

Goral, M. (2007). *Waldorf-inspired Project*. Proposal submitted to The Norton Foundation.
Amount funded: \$59,229.03.

Goral, M. (2006). *Waldorf-inspired Project*. Proposal submitted to The Norton Foundation. Amount funded: \$46,713.03.

Goral, M. (2005). *JCPS Waldorf-inspired Project*. Proposal submitted to The Norton Foundation. Amount funded: \$39,508.00.

Imes, M. & Goral, M. (2003). *Great Lakes Teacher Training*. Proposal submitted to The Bader Foundation, Milwaukee, WI. Amount funded: \$20,000.00.

Goral, M. (2000). *Faculty Development Project*. Proposal submitted to Mount Mary College. Amount funded: \$2,000.00.

Goral, M. (1999). *Faculty Development Project*. Proposal submitted to Mount Mary College. Amount funded: \$600.00.

Goral, M. (1998). *Scholarship and Travel Grant*. Proposal submitted to Faculty Hanover College. Amount funded: \$500.00

Sturbaum, M. (1997). Faculty International Study Trip. Proposal submitted to Hanover College. Amount funded: \$3,500.00.

PROGRAMS CREATED

Masters of Arts in Education with an Emphasis in Waldorf Education – A Masters Program at Bellarmine University. Created and implemented in 2005.

Kentahten Teacher Training – A Developing Waldorf Teacher Training. Created and implemented in 2005.

Great Lakes Teacher Training – A Waldorf Teacher Training with a Masters from Mount Mary College. Created and implemented in 2002.

PROFESSIONAL PRESENTATIONS

International and National Presentations

Goral, M. (2011). Creating Curriculum for Farm and Garden-Based Education. A presentation made to the FBEBA (Farm-Based Education Based in Anthroposophy) group. Hawthorne Valley, NY: November, 2011.

Goral, M. (2009). Transformational Teaching: Waldorf-inspired Methods in the Public School. A presentation made to the WEA (Wisconsin Education Association) State Convention, Madison, Wisconsin, October, 2009.

Goral, M. (2009). Support and Revival of the Waldorf-inspired Cadre: Ten Case Studies. A presentation made to the American Education Research Association (AERA), San Diego, CA, April, 2009.

Goral, M. (2008). Teaching Environmental Sustainability in Math Class. A presentation made to the WEA (Wisconsin Education Association) State Convention, Madison, Wisconsin, October.

Goral, M. (2008). *Green Schools and Outdoor Classrooms*. A presentation made at the Rouge Forum, Louisville, KY. March.

Goral, M. (2008). *Transformational Teaching: Using Waldorf-Inspired Methods in the Public Schools*. A presentation made to the AERA (American Educational Research Association) pre-session, March.

Goral, M. (2007). *Teaching Science for a Sustainable Future*. A presentation made to the WEA (Wisconsin Education Association) State Convention, Milwaukee, Wisconsin, October.

Goral, M. (2007). *A Waldorf-Inspired Approach to Teaching Mathematics*. A presentation made to the National Council of Teachers of Mathematics (NCTM) national convention. March.

Goral, M. (2007). *Teaching Sustainability Through Science*. Proposal accepted for Hawaii International Conference on Education, Honolulu, Hawaii. January.

Goral, M. (2006). *Creating Environments Where Students Can Learn*. A paper presented at the WEA (Wisconsin Education Association) State Convention, Madison, Wisconsin, October.

Goral, M. (2006). *Reverence and Respect for All*. A presentation made to the WEA State Convention, Madison, Wisconsin, October.

Goral, M. (2005). *Consciousness and Solidarity: One School of Education's Process and Journey*. A paper presented at the IERG (Imagination in Education Research Group) International Conference, Vancouver, British Columbia, July.

Goral, M. (2005). *Current Educational Research Supporting Waldorf Education*. A lecture presented at the Conference on Waldorf in the Public Sector, Rudolf Steiner College, Sacramento, CA, January.

Goral, M. (2003). *Teaching for a Sustainable Future*. A professional clinic presented at the Cardinal Stritch University Conference on Leadership for the 21st Century, Milwaukee, WI, March.

Goral, M. (2000). *Where's Waldorf? Waldorf Education in the Context of School Restructuring and Reform*. A paper presented at the annual meeting of the American Educational Research Association (AERA), New Orleans, April.

Goral, M. & Stacki, S. (2000). *Affective Objectives and the Preservice Teacher*. A paper presented at the annual meeting of the Association of Teacher Educators (ATE), Orlando, FL, February.

Goral, M. (1998). *A Healing Education For All: Waldorf Inspired Pedagogy for Early Childhood and Elementary Preservice Teachers*. A paper presented at the annual meeting of the Journal of Curriculum Theorizing (JCT). Bloomington, IN, October.

Goral, M. (1998). *Mysticism in the Mainstream: A Study of Waldorf Schools in Scandinavia*. A paper presented at the annual meeting of the American Educational Research Association, San Diego, CA, April.

Goral, M. (1997). *Teachers and Teaching in a Waldorf School*. A paper presented at the annual meeting of the Journal of Curriculum Theorizing (JCT). Bloomington, IN, October.

Sturbaum, M. (1996). *Spirituality in Education: Themes of Learning for the 21st Century*. A paper presented at the annual meeting of the Journal of Curriculum Theorizing (JCT). Nashville, TN. October.

Sturbaum, M. (1994). *From Community Service to Social Action: One Fourth Grade Classroom's Journey*. A paper presented at the annual meeting of Democracy and Education. Athens, Ohio. June.

Sturbaum, M., Wiest, L., & Stacki, S. (1993). *Casing Out Case Studies*. A paper presented at the annual meeting of the Journal of Curriculum Theorizing (JCT). Dayton, Ohio. October.

Sturbaum, M. & Stacki, S. (1993). *Morality in the Middle: Teacher's Share Their Views on Roles and Training*. A paper presented at the annual meeting of the Journal of Curriculum Theorizing (JCT). Dayton, Ohio, October.

Sturbaum, M. & Treadway, E. (1993). *Unity and Diversity: A Global Education Workshop for Elementary Teachers*. A paper presented at the annual meeting of the Journal of Curriculum Theorizing (JCT). Dayton, Ohio. October.

Wiest, L. & Sturbaum, M. (1993). *Mathematics Education in Scottish Primary Schools*. A paper presented at the annual meeting of the Journal of Curriculum Theorizing. Dayton, Ohio. October.

Regional and Local Presentations

Goral, M. (2010). Introduction to Waldorf Education. A presentation made for teachers in Jefferson County Public Schools, Louisville, KY November.

Goral, M. (2010). Teaching Storytelling. A presentation made to teachers at Meredith Dunn School. Louisville, KY October.

Goral, M. (2010). What is Waldorf Education? A presentation made for Art Administration majors at Indiana University. Bloomington, IN April.

Goral, M. (2010). Head, Hands, and Heart. A presentation made for the Bellarmine Center for Teacher Excellence. Louisville, KY. January.

Goral, M. (2009). Children and Play: Research behind the Practice. A presentation made to the first annual Children at Play conference, Bernheim Forest, KY, October.

Goral, M. (2009). Research Supporting Waldorf Education. A presentation made to parents and teachers at the Waldorf School of Louisville, March.

Goral, M. (2008). *Integrating Waldorf-Inspired Methods*. Presentation made to Byck Elementary School Faculty. October.

Goral, M. (2006). *Waldorf Education: A Vision for the Future*. Lecture presented for Waldorf School of Louisville Fundraising Event. May.

Goral, M. (2005). *Education for a Sustainable Future: Current Research Supporting Waldorf Schools*. A paper presented to Shining Rivers Waldorf School, St. Louis, MO, November.

Goral, M. (2005). *Education for a Sustainable Future: Current Educational Research Supporting Waldorf Education*. A paper presented to Sycamore Springs Waldorf Initiative, Bloomington, IN, June.

Goral, M. (2004). *Waldorf Education in Today's World*. A lecture presented to the parents at Prairie Hill Waldorf School. Pewaukee, WI. March.

Goral, M. (2003). *Challenging our Best and Brightest*. A professional clinic presented to Catholic School Principals. Louisville, KY. September.

Goral, M. (2002). *Waldorf Education in the Public School Setting*. A lecture presented to the Waukesha County Administrative Group. Prairie Hill Waldorf School. Pewaukee, WI. January.

Goral, M. (2001). *Spirituality in Education*. A lecture presented at the Unity Church, Bloomington, IN, June.

Goral, M. (1999). *How to Talk about Waldorf Education*. A professional clinic presented at Prairie Hill Waldorf School, Pewaukee, WI, November.

Goral, M. (1999). *Connective Pedagogy*. A paper presented at the annual meeting of the Midwest Regional Conference on Waldorf Education, Milwaukee, WI, October.

Goral, M. (1998). *An Introduction to Rudolf Steiner and Waldorf Education*. A lecture presented at the Faculty Forum. Hanover College, Hanover, IN. May.

Sturbaum, M. (1995). *A Kinesthetic Approach to Teaching Mathematics*. A lecture presented for Talk and Tea, Indiana University Department of Mathematics Education. Bloomington, IN. November.

Workshop Presentations

Goral, M. & Stottmann, D. (2010). The Extra Lesson. A workshop presentation made to the Waldorf-inspired Cadre. Louisville, KY. February.

Goral, M. (2010). Using the Arts to Teach Mathematics II. A presentation made to the faculty at Meredith Dunn School. Louisville, KY. January.

Goral, M. (2009). Using the Arts to Teach Mathematics. A presentation made to the faculty at Meredith Dunn School. Louisville, KY. October.

Goral, M. (2009). Teaching Math Through the Arts. A presentation made to the faculty at Klondike Elementary. Louisville, KY. July.

Goral, M. (2007). *Using Waldorf-Inspired Approaches to Teach Mathematics*. A workshop presented for the faculty at Heritage Elementary, Shelbyville, KY. November.

Goral, M. (2007). *Best Practices for Teaching Mathematics*. A workshop presented for the faculty of Dunn Elementary School, Louisville, KY. July.

Goral, M. (2006). *Teaching Mathematics Using Multiple Intelligences and Best Practice: A Waldorf Inspired Approach*.. A workshop presented to the faculty at Dann C. Byck Elementary School. Louisville, KY. August.

Goral, M. (2005). *Teaching for All Learners: Using Movement, Music, and Story to Teach Mathematics and Science*. A workshop presented to the faculty at Shining Rivers Waldorf School. St. Louis, MO. November.

Goral, M., O'Laughlin, K., & Ruud, M. (2005). *Weaving Movement and the Arts into the Core Content*. A workshop presented to the JCPS Waldorf Inspired Cadre and friends. Louisville, KY. September.

Goral, M. (2005). *Education for a Sustainable Future: Thriving and Surviving in the 21st Century*. A workshop presented at the AWSNA (Association of Waldorf Schools of North America) Southwest Regional Teachers' Conference. Boulder, CO. February.

Goral, M. & O'Laughlin, K. (2004). *Growth of Culture and Freedom in the United States: An African American Journey*. A workshop presented to the Waldorf Inspired Cadre. Louisville, KY. November.

Goral, M. (2004). *Weaving Literacy into the Social Studies*. A workshop presented to the JCPS Waldorf Inspired Cadre. Louisville, KY. September.

Goral, M., & Pullen, M.. (2004). *Teaching to Today's Learners*. A week-long workshop presented to the faculty of Kentucky Country Day School. Louisville, KY. June.

Goral, M. & Pullen, M. (2004). Transformational Teaching: Integrating the Arts into the Academic Subjects. A week-long workshops presented to the JCPS Waldorf Inspired Cadre. Louisville, KY. June.

Goral, M. (2004). *Making Meaning through the Creation of Image*. A workshop presented to the JCPS Waldorf Inspired Cadre. Otter Creek State Park, KY. March 5.

Goral, M. (2004). *Teaching Mathematics Through Literature and the Arts II*. A workshop presented to the JCPS Waldorf Inspired Cadre. Louisville, KY. January.

Goral, M. (2003). *Teaching Mathematics Through Literature and the Arts I*. A workshop presented to the JCPS Waldorf Inspired Cadre. Louisville, KY. October.

Goral, M. (2003). *The Art of Ritual*. A workshop presented to the faculty of Milwaukee's Expeditionary Learning Charter School. August.

Goral, M. (2003). *Transformational Teaching: Using Storytelling, Movement, and Music to Engage Learners*. A week-long workshop presented to public and private school teachers in Louisville, KY. June.

Goral, M. (2003). *Life Enhancement for Teachers*. A workshop presented to public and private school teachers at the Ommani Center, Pewaukee, WI, January.

Goral, M. (2002). *Life Enhancement for Teachers*. A workshop presented to public and private school teachers at the Ommani Center, Pewaukee, WI. March.

Goral, M. (2000). *The Art of Waldorf Education*. A workshop presented to the faculty at The Arts Academy. Robinsdale, MN. June.

Goral, M. (2000). *Problem/Project Based Learning*. A workshop presented to the faculty at Cornerstone Achievement Academy, Milwaukee, WI. May.

Goral, M. (1999) *Connecting Waldorf Education to Current Reform and Restructuring Efforts*. A lecture presented to parents at Prairie Hill Waldorf School, Pewaukee, WI. May.

Goral, M. (1999) *Teaching Mathematics Through Story, Movement and Music*. A workshop presented for the faculty of St. Paul Catholic School, Genesee Depot, WI. March.

Goral, M. (1997). *Research Topics in Waldorf Education*. A lecture presented to the faculty of the Rudolf Steiner School of Ann Arbor. Ann Arbor, MI. November.

Sturbaum, M. (1992). *Learning Styles and Brain Theory*. A workshop presented for Valparaiso Public Schools, Valparaiso, IN. October.

Sturbaum, M. (1992). *Learning Styles and Brain Theory*. A workshop presented for Plainfield Public Schools, Plainfield, IN. August.

Sturbaum, M. (1992). *Integrating Music into the Curriculum*. A workshop presented for Monroe County Community School Corporation, Bloomington, IN. May.

Sturbaum, M. (1990). *Mathematics Enrichment for Elementary Teachers*. A workshop presented for Monroe County Community School Corporation, Bloomington, IN. April.

Sturbaum, M. (1986). *Hands on Science for Elementary Teachers*. A series of workshops presented for Monroe County Community School Corporation, Bloomington, IN. Fall.

PROFESSIONAL MEMBERSHIPS

Member, National Council of Teachers of Mathematics. 1994-2010.

Member, National Science Teachers Association, 2009 – 2010.

Member, Association for Supervision and Curriculum Development. 1994- 1996.

Member, American Educational Research Association. 1996- 2010

Member of the Rudolf Steiner College Board of Trustees. July 2008 – 2011.

SERVICE

Professional

Board of Trustees Member for the Rudolf Steiner College, Fair Oaks, CA. 2008-2011.

Planning Committee Member for Pre-AERA Session, Waldorf education in the public school setting, 2008-2009.

St. Francis of Goshen Gardening Group, 2008-2009.

Steering Committee Member for the Waldorf Inspired Magnet Program at Dann C. Byck Elementary, Louisville, KY. 2006 – 2010.

Textbook Review: Kennedy, L., Tipps, S. & Johnson, A. (2006). *Guiding Children's Learning of Mathematics*, 11th, ed. Belmont, CA: Thomson & Wadsworth.

Articles Reviewed – *Teaching Children Mathematics*, 2006 - 2010.

Articles Reviewed – *Mathematics in the Middle School*, 2008 – 2010.

American Educational Research Association (AERA) - Wholistic Education Special Interest Group. Co-President, 2000-2001

American Educational Research Association (AERA) - Wholistic Education Special Interest Group. Treasurer, 1998-2000

Board Member – Prairie Hill Waldorf School, Pewaukee, WI, 2000-2001.

University Committees: Bellarmine University

Faculty Development Committee Member, 2009 – 2010

Bellarmino Farm Committee Member, 2009 - 2010

Thomas Merton Committee Member, 2008-2010

Wyatt Scholarship Committee Member, 2010

Graduate Educational Affairs, Committee Chair, 2007-2008

Faculty Council, 2007-2009

Faculty Council Coordinating Committee, 2007-2008

Wyatt Scholarship Committee, Committee Chair, 2007 – 2009

School of Education Search Committee, Committee Chair, 2007

Faculty Affairs Subcommittee, Chapter 7, 2003-2007.

School of Education NCATE Committees, 2003 – 2006

School of Education Scholarship and Collegiality Committee Chair, 2004-2006

Teacher Education Advisory Board, 2003 – 2010

Faculty Search Committee, 2005

Faculty Council, 2004-2005

Wyatt Scholarship Committee, 2004-2006

Freshman Focus Instructor. 2004-2007

University Committees: Mount Mary College

Faculty Senate Secretary, 1999-2000

Teacher Education Advisory Board, 1998 – 2000

Faculty Search Committees, 1998 - 2000

University Committees: Hanover College

Teacher Education Subcommittee, 1995 – 1998

Merit Scholarship Committee, 1996 – 1998

Faculty Search Committees, 1996-1998

REFERENCES

Available upon request

Biography

Mary Barr Goral, Ph.D., began her career in education over 30 years ago. After teaching in the public schools in Bloomington, IN for 11 years, she received both her masters and doctorate in curriculum studies and math education from Indiana University. Dr. Goral has taught in higher education for 15 years and is currently an educational consultant. She directs Kentahen Teacher Training, a Waldorf educational training in Louisville, KY and also oversees the Waldorf- inspired Project, a grant-funded program that supports public school teachers in the Louisville area who use Waldorf-inspired methods in their classrooms. From 2008 – 2011, Dr. Goral served on the board of trustees of the Rudolf Steiner College in Fair Oaks, CA. “Transformational Teaching: Waldorf-inspired Methods in the Public School”, Dr. Goral’s recently published book, tells the story of the teachers in Louisville who use methods inspired by Waldorf education with their public school students.

Daniel Baron

5011 Limberlost Lane • Bloomington, IN 47408 • (812) 339-5008

Directorship/Fellowship

Presently	Executive Director of the School Project Foundation, <i>Bloomington, IN</i>
2008-Present	Co-School Leader of the Bloomington Project School, <i>Bloomington, IN</i>
2006-2008 <i>IN</i>	The Senior Fellow of the National School Reform Faculty, <i>Bloomington, IN</i>
2000-2006	Co-Director of the National School Reform Faculty, <i>Bloomington, IN</i>
1992-2000 <i>Bloomington, IN</i>	Director of Outreach Services, Harmony School Education Center,
1995-2000 <i>Bloomington, IN</i>	Director of the Schoolwide Intensive Partnership Program,
1995 -2000 <i>Bloomington, IN</i>	Director of the Indiana Title 1 Capacity Building Program,
1994-1995 <i>Bloomington, IN</i>	Director of the Indiana State School Transformation Project,
1993-1994 <i>Bloomington, IN</i>	Director of the Indiana Total Learning Communities Network,

Consultant

Currently	District Transformation Consultant, <i>Burlington, VT</i>
2007-2010	District Transformation Coach MSD Decatur Township, <i>Indianapolis, IN</i>
2001-2006	Lead Consultant, New Excellent Small Schools of Indianapolis Initiative, University of Indianapolis, <i>Indianapolis, IN</i>
2000-2006	Lead Consultant, Small Schools Coaches Collaborative (Bill and Melinda Gates Foundation), <i>Seattle, WA</i>
1999-2005	Lead Consultant, Lucent Technologies Foundation, Collaborative Learning Communities Project, <i>Murray Hill, NJ</i>
1998-2000	Lead Consultant for Professional Development, Atlas Learning Communities, <i>Newton, MA</i>
1997 <i>PA</i>	Lead Consultant Atlas Communities Summer Institute, <i>Philadelphia, PA</i>

1996-2000 <i>IN</i>	Lead consultant to South Bend Peer Coaching Initiation, <i>South Bend, IN</i>
1996	Consultant and Keynote Speaker for the Rhode Island Breaking Ranks Initiative, <i>Providence, RI</i>
1995-96	Consultant to Panasonic Education Foundation, <i>Secausus, NJ</i>
1995-2000 <i>Rye, NY</i>	Lead Consultant to the CVS Corporation Innovative Grants Project, <i>Rye, NY</i>
1994-1998	Lead Consultant to the Davis Foundation, <i>Springfield, MA</i>
1994-2000	Lead Consultant to The Philanthropic Initiative, <i>Boston, MA</i>
1976-1980	Consultant in Evaluation to the Indian and Migrant Program Division of the Department of Health, Education and Welfare, <i>Washington, DC</i>

Educator

1977-1994 <i>Bloomington, IN</i>	Lead Teacher/Curriculum Coordinator, Harmony School, <i>Bloomington, IN</i>
1977-1978	Associate Instructor, Indiana University, <i>Bloomington, IN</i>
1976-1977	Associate Instructor appointment at Indiana University, <i>Bloomington, IN</i>
	Head Teacher at the University Nursery School Model Classroom, <i>Bloomington, IN</i>
1973-1976 <i>Philadelphia, MS</i>	Education Specialist for the Mississippi Bank of Choctaw Indians, <i>Philadelphia, MS</i>

Awards

1993 Research	Award of Excellence for Action Research, The Institute for Educational Research
1990	Excellence in Teaching Award, Kappa Delta Phi

Education

May 1989	Specialist in Education, Curriculum Major, Indiana University
June 1976 Education	M.S., Curriculum and Child Development, Bank Street College of Education
June 1973 Graduated cum laude	B.S., Double Major: Philosophy and Religion, Bowdoin College, <i>Bowdoin, ME</i>

Publications:

Principal Leadership, A Publication of The National Association of Secondary School Principals; Monthly column titled The Instructional Leader. Sept 2006-2008.

Baron, D. (2005). Critical Friends, Core Values: Empowering Educators to Achieve Excellence. Educational Horizons, 17-28, Pi Lambda Theta.

Goodman, J., Baron, D., & Myers, C. (2005). Constructing a democratic foundation for school-based reform: The local politics of school autonomy and internal governance. In F. English (Ed.), Handbook of Educational Leadership. New York: Sage Press.

Goodman, J., Baron, D., & Myers, C. (2001). Talking back to the neo-liberal agenda from the ground floor: School-based reform discourses in difficult times. International Journal of Educology, 12-15 (1), 1-38.

Goodman, J., Baron, D., & Myers, C. (2001). Bringing democracy to the occupational life of educators: Constructing a foundation for school-based reform. International Journal of Educational Leadership, 4 (1), 57-86.

Goodman, J., Baron, D. & Myers, C. (1999). The local politics of educational reform: Issues of school autonomy. Research for Educational Reform, 4 (2), 22-49.

Goodman, J., Baron, D. (1994). Towards a comprehensive understanding of service education: Reflections from an exploratory action research project. Research in Middle Level Education, 18 (1), 39-63.

Baron, D. (Sept. 1980). Photographs featured in Audobon; "*The Magazine of the National Audobon Society*" Volume 82, No. 5

Baron, D. (1979). "*A Case Study of Praxis* " The Journal of Curriculum Theorizing, 1:2 Center for the Study of Curriculum and Teaching, Graduate School of Education and Human Development, The University of Rochester, Rochester, N.Y.

Baron, D. (1977). "*Decision Making Revisited*" Viewpoints: Curriculum and Contemporary Social Influences, Bulletin of the School of Education, Indiana University, Vol. 53, No. 6,

Elected and Appointed Offices

1994-2000 Member of the Indiana Department of Education Relearning Faculty, Indianapolis, IN

1991-1994 President, Community Service Council, Monroe County, IN

1991-1992 Member of Strategic Planning Team of the Partners in Education, Monroe County, IN

1989-1993 Member and Spokesperson - Monroe County Community School Corporation Restructuring Task Force, *Monroe County, IN*

1986-1989 Chairperson of the Future of Our Youth Public Forum Program, *Monroe County, IN*

1984-1993 Board Member of the State Juvenile Justice Task Force, *Indianapolis, IN*

1983-1993 Vice President, Youth Service Bureau Board of Directors appointed by the County Commissioners, *Monroe County, IN*

Daniel Baron is School Leader in addition to founder of The Bloomington Project School. Daniel has spent more than 37 years working in public, private and Native American education, and pre-K through college, as a teacher, coach, and whole school change facilitator and curriculum developer. He is a founder of the Harmony Education Center in Bloomington, Indiana. Currently, Daniel is the Founding School Leader of the Bloomington Project School and the Executive Director of The School Project Foundation. For the last 15 years, Daniel's work has focused on providing exemplary professional development to school districts and equity-based projects across the country, including partnerships with Indiana University and the University of Indianapolis, the Small Schools Coaching Collaborative, the Coalition of Essential Schools, the Rural Schools and Community Trust, and ATLAS Learning Communities. Daniel served as the co-director of the National School Reform Faculty for 6 years. Daniel wrote a monthly column, "The Instructional Leader" for National Association of Secondary School Principals' journal, *Principal Leadership* for two years.

Brandi L. Smith

1314 E. Fairwood Drive

Bloomington, IN 47408

blsmith2@indiana.edu

(812) 272-6358

WORK EXPERIENCE

Internship in Human Development and Family Studies, Indiana University, Spring Semester 2012

Circles Initiative, South Central Community Action Program, Bloomington, IN

- Youth Community Coordinator; oversee children's programming
- Design personal and family food resources for individuals and families living in poverty
- Case management support

Essential Balance, Bloomington, IN, May 2002- October 2011

Certified Massage Therapist

- Part time massage therapist practicing in-home therapy
- Small business duties such as maintaining accounting records, marketing, and clinical massage treatment

Hoosier Hills Food Bank Garden and Gleaning Program, September 2010- August 2011

Program Assistant

- Volunteer Recruitment and donation solicitation
- Public Speaking to promote program within Bloomington community
- Garden maintenance

Nature's Crossroads Earth Friendly Seeds, January-April 2011

Freelance Curriculum Design

- Designed "Pioneer Gardens" curriculum unit for school seed sale fundraiser
- Presentation of fundraiser in school classrooms

Work at Home Mother and Mini-Farmer, July 2000- October 2010

Four Fawns Hill, Bloomington, IN

- Maintain household according to holistic and sustainable principles
- Renovated 1.5 acres forest land into mini farm to supply our family's produce and eggs
- Homeschooled eldest child for two years while participating in a cooperative group that grew out of Sycamore Spring Waldorf School (see below)
- Organized Practical Waldorf At Home, a parenting and homeschooling workshop, on behalf of workshop facilitator, Donna Simmons of Christopherus Homeschooling Resources

John Waldron Arts Center, Bloomington, IN, 1997-2001

Ceramics Teacher for Adults and Children

- Taught adult and children fundamental skills in ceramics
- Designed projects for individuals and coordinated class curriculum

Tina's Catering and Cuisine, Bloomington, IN, 1999-2000

Baker and Cook

- Commercial kitchen food preparation

Hamilton Southeastern Schools, Fishers, IN, January 1999- June 1999

English as a Second Language Assistant

- Worked with high school students individually and in classroom to develop English skills

Indiana University, Fundamentals of Three Dimensional Design, January 1998- May1998

Teaching Assistant

- Shadowed Professor Georgia Strange, teaching college level art course for undergraduates

VOLUNTEER EXPERIENCE

Green Meadows Charter School Founders Group, April 2012- Present

Founders Group Member

- Co-write proposal applications
- Parent and community engagement and outreach
- Education for sustainability curriculum design

Bloomington Food Policy Council, January 2010- May 2012

Education Working Group Co-Chair

- Manage agendas, run group meetings
- Organize educational events and projects on behalf of council at large

Bloomington Winter Farmers Market, Bloomington, IN, March 2008 to December 2009

Consumer Advisory Council Member

- Steer and promote the Winter Market via monthly council meetings
- Participation in writing grant application for USDA Farmers Market Promotion Program, taking customer surveys, and workshop panels

Sycamore Spring Waldorf School, Bloomington, IN, September 2003- May 2006

Founding Family and Council Member

- 1 of 5 founding families that ran a cooperative Waldorf Preschool
- Volunteer position included service on administrative parent council for 3 years
- Organized fundraising events such as creating, making and selling goods annually for Holiday Market, and a May Day Festival

Free Lance Workshop Facilitator and Coordinator

- *Eating Healthy on a Budget, and Pantry Primer*; a food choice series presented at Mother Hubbard's Cupboard, October 2010
- *Healthier Eating*, food education class presented at St. Mark's Nursery School, October 2009
- *Practical Waldorf At Home*, coordinated workshop facilitated by Donna Simmons of Christopherus Homeschool Resources, August 2006
- *Body Awareness Movement*, series of classes at Associates of Integrative Health, Fall 2002
- *Birth Art*; art class geared to help postpartum mothers with self-expression about birth experiences, Spring 2001

Formal Education

M.S. in Applied Health Science, Human Development and Family Studies, August 2012

Indiana University, Bloomington, IN

- Specialized in systems theory and sustainable program design for personal, family, and community health promotion

500 hours Massage Therapy training, May 2002, *Associates of Integrative Health, Bloomington, IN*

B.A. Spanish and Studio Art, December 1998, *Indiana University, Bloomington, IN*

Informal Education

- Polarity Therapy, 250 contact hours training with Donna Cooney, RPP, NCTMB, 2004
- Grow Organic Educator Series graduate, City of Bloomington People's University, 2007

Affiliations, Awards, and Activities

- Member of the National Council on Family Relations
- Member of Local Growers Guild, Bloomington, IN
- Member of the Weston A. Price Foundation
- Founders Day Scholar, Indiana University, consecutive fall and spring semesters 1995-1998
- Graduated Cum Laude, honors in Spanish, Indiana University, 1998
- Sustainable Home Economist

References

Available upon request

Brandi Smith, M.S. Brandi has worked in education in various capacities for 20 years. Her love for education was sparked with early childhood summer camps and art classes. After earning a bachelor's degree in Spanish, Brandi taught ESL at Hamilton Southeastern High School in Fishers, IN and ceramics to children and adult groups at the John Waldron Arts Center in Bloomington, IN. Brandi shifted her focus in the early 2002 when she opened a small massage therapy business while raising a young family, homeschooling, and designing a sustainable mini-farm. In addition, she volunteered for numerous local organizations, including as a founding member of Sycamore Spring Waldorf School, a Waldorf preschool which operated from 2002-2006. Other organizations include The Bloomington Winter Farmers Market, and The Bloomington Food Policy Council; each position fulfilled the mission of promoting sustainable and holistic lifestyles in the community. This combined work led her to pursue her dream of studying education for sustainability and its effects on individual, family, and school contexts. Brandi is wrapping up a Masters of Science in Human Development and Family Studies at Indiana University in August 2012, where she is focusing on systems theory grounded approaches to program design for family and school sustainability.

Natalie R. Sturbaum

441 E. Cardinal Glen Drive, Bloomington, IN 47401 812-746-8782 natpets@yahoo.com

Experience

Case Manager

Dec 2007-present IPMG Bloomington, IN

- Create and monitor budgets for each consumer services
- Develop, write, and monitor Individual Support Plans
- Facilitate team meetings and problem solve for creative solutions

Director of Supported Living

June 2005- April 2007 ResCare Evansville, IN

- Supervise over 350 direct care staff and team managers
- Create schedules based on service budgets for over 150 consumer homes
- Monitor the healthcare and supports provided to over 150 consumers

Office Manager

September 2004-May 2005 Rogers Jewelers Evansville, IN

- Create schedules for employees
- Complete all purchase orders
- Manage inventory counts
- Complete end of day sales reports

Case Manager

April 2004-September 2004 Southwestern IN Mental Health Center
Evansville, IN

- Develop and monitor treatment plans for those with severe mental illnesses
- Pay bills for all individuals on caseloads and balance their bank accounts
- Ensure all individuals were attending physician appointments, following recommendations, and taking the prescribed medications.

Education

Argosy University Franklin, TN

August 2005-October 2006

- Working towards a Masters in Counseling

University of Southern Indiana Evansville, IN

August 1999-May 2003

- Obtained a Bachelor of Arts in Psychology, Minor in Political Science

BIOGRAPHY

Natalie Sturbaum graduated from The University of Southern Indiana in 2003 with a Bachelor of Arts in Psychology. Natalie began working as a Case Manager for individuals with serious mental illness and then moved up to the Director of Supported Living at a large provider agency in Evansville, IN, for individuals with both developmental disabilities and mental illness. Natalie then became a Case Manager with Indiana Professional Management Group in December 2007. As a Case Manager with IPMG, Natalie is responsible for developing annual plans as well as annual budgets for consumer services, and overseeing and managing over 54 teams to ensure adequate services are being rendered to those consumers. Natalie also spent summers volunteering as a counselor with Spring Mill Bible Camp for 13 consecutive years.

Attachment 2

Block Rotation, Scope and Sequence, Intended Learning Outcomes, and GMCS Alignment with Standards Charts for Grade Four Math and Grade Seven Science

Math Block Rotation for Grade Four (each block is 3-4 weeks long)*

- Review/Higher Level Algorithms/Long Division
 - four operations
 - place value
 - manipulations with multiple-digit numbers
 - long division and long multiplication
 - higher level algorithms
 - mental math/problem-solving
- Fractions I
 - introduction of fractions: whole into parts, concrete to abstract
 - introduction of numerator and denominator
 - Lowest Common Multiple or Highest Common Factors
 - addition, subtraction, multiplication and division of fractions
 - mental math/problem-solving/ measurement
- Fractions/Decimals
 - addition, subtraction, multiplication and division of fractions
 - conversions of whole numbers to fractions
 - expansion and contraction of fractions
 - conversion of improper fractions and mixed fractions
 - mental math/problem-solving/measurement

* The block rotation above indicates subjects covered during the math main lesson blocks, and does not include students' daily 45 minute math skills practice using the Singapore Math Inc.

Scope and Sequence

The first Math block of the fourth grade year begins with a thorough review of the arithmetic work that the class has done over the past three years: the four operations (all introduced in the First Grade), place value, manipulations with multiple-digit numbers, long division and long multiplication, and higher level algorithms. Review and expansion of these concepts will be the main work of the first Arithmetic block of the year, with the aim of solidifying the concepts for each student, while introducing new approaches to mastering the material. For example, place value, which was first introduced in the second grade year will be extended to include learning to the millions. Multiplication tables will be reviewed and practiced by searching for patterns in numbers through artistic projects, games, and codes, thereby capitalizing on the fourth grader's passion for finding and deciphering patterns and encryptions. New shortcuts to help with mental arithmetic (a daily practice in the life of a Green Meadows Charter School student) will be developed, and word problems will enliven application of abstract concepts. This first block of the year will also introduce factors, as well as abundant and deficient numbers. Again, creative methods for the study of factors (See **Appendix R**) will bring the material to life, allowing the concept to "live" in the imagination of the child. In addition, a block of forty-five minutes will be set aside every morning for Math skills practice. This will include exercises in mental math and problem solving, as well as routine practice of grade-appropriate math concepts (using the Singapore Math Inc. curriculum).

The second and third Math blocks of the year will be taken up with the study of fractions. At this time, the ten-year-old child, having completed the transition from early childhood and not yet entered the transition to puberty is in what Waldorf pedagogy refers to as the "heart of childhood". While the child's spirited energy points in many ways to a new confidence, vigour, and desire for independence, there exists also an emerging sense of uncertainty as the experience of greater separation from his or her surroundings is felt. Indeed, there is something of a "fracturing" that occurs from the magical wholeness once experienced in early childhood. This is the perfect time then, to bring the study of fractions, first introduced by the over-arching Waldorf principal of whole to parts. Children are given a visual experience of fractions before forming mental concepts. This is done by way of different approaches, both manipulative and conceptual. Students may work visually by dividing balls of clay, for example, or cutting apples or pizza pies. They may bake using fractional measurements, or plan ways of dividing a gardening plot. Always the concepts are written about and illustrated in the child's main lesson book, with the purpose of recording a hands-on group experience in a very personal way. (See **Appendix S**) From the manipulative realm of everyday objects, children move into a more abstract understanding of fractions in their written form and how to use them in adding, subtracting, multiplying and dividing. They learn how to rewrite whole numbers as fractions, how to reduce and expand fractions, and how to change improper fractions into mixed fractions. Their understanding of fractions is deepened even further as they learn how fractions apply to concepts of time, money, distance and measurement. Once the students achieve a certain comfort level with working with fractions, decimal conversion is introduced. Fourth grade work in this area is meant to be preparatory in nature, looking toward a deepening of the subject in the fifth grade year.

The study of Geometry takes place throughout the year in connection with Form Drawing, a drawing exercise unique to Waldorf pedagogy. From first grade up to fifth grade, children create free-hand geometrical drawings through a series of straight and curved lines on paper, the shapes becoming more complex as the years go on.. The purpose of form drawing is the strengthening of the child's capacities in the realms of perserverance, concentration, patience and sureness, as well as an aid to improving handwriting and hand-eye coordination. Students meet their greatest

challenge in this discipline in the fourth grade, as they are guided through a series of intricate knot and braid patterns, such as those found in Norse art (this practice compliments their Fourth Grade study of Norse Mythology). Additionally, their study of fractions is deepened through a series of form drawings that express fractions in visual form. Relying on their familiarity with freely drawn geometric shapes, fourth grade students now begin a more technical study of the subject using mathematical tools and terminology.

Intended Learning Outcomes for 4th Grade Mathematics

By the end of the 4th grade students will be able to:

• Number Sense

1. read, write and order numbers to 1,000,000
2. understand place value
3. round a whole number to tens, hundreds, or thousands place
4. illustrate practical application or advantage for rounding
5. write numbers from least to greatest through 10,000
6. use notational symbols $<$ and $>$
7. recite time tables through 12, to the 12th multiple, forwards and backwards
8. identify a prime number
9. recognize factors and multiples of 1 -12 through 144
10. represent fractions through the use of numerals, manipulatives and drawings
11. build one whole using fraction pieces to twelfths
12. understand parts of a fraction – numerator and denominator
13. read fractions
14. compare fractions and use “greater than” and “less than”
15. know the value equivalencies of simple fractions
16. identify a common denominator
17. identify a mixed number
18. identify an improper fraction

•Computation and Procedures

1. access all math facts as a tool for problem solving
2. use a variety of problem-solving strategies:
 - Guess and check
 - Solve a simpler model
 - Work backwards
 - Make a table or graph
 - * Make a model or drawing
 - Act it out
3. check one process by using the reverse process
4. select and use the appropriate method to solve a problem (mental math, estimation, paper and pencil) and choose the operation needed
5. use paper and pencil to solve:
 - Whole Numbers*
 - Addition and subtraction of 4-digit numbers with regrouping
 - Subtraction from zeroes
 - 3-digit multiplication problems with a 3- digit multiplier
 - long division problems with 1- digit divisors with remainders
 - Fractions*
 - Addition and subtraction of fractions with common denominators
6. mentally solve problems involving all math facts
7. use mental estimation

• Patterns and Algebra

1. interpret, extend and create number patterns
2. describe and construct patterns that show relationships among all math facts
3. explain how a change in one quantity can produce change in another
4. find a missing number in an equation involving any of the 4 processes

• **Data Analysis, Statistics, and Probability**

1. collect data and construct displays (including graphs, tables, charts) to represent it
2. analyze data displays by making comparisons, inferences, and predictions

• **Geometry**

1. develop concepts of shape, size, symmetry, congruence, and similarity with two and three-dimensional shapes, using form drawing where appropriate
2. determine the area and perimeter of right angled polygons using physical models, pictures or arithmetic

• **Measurement**

1. measure objects to the nearest $\frac{1}{2}$ inch
2. use a ruler to convert units of measurement: inches to feet, feet to yards, centimeters to meters
3. measure lengths in a problem-solving situation
4. select and use appropriate units of measurement for problem-solving
5. convert time measurements: seconds to minutes to hours to days
6. calculate with time, adding and subtracting
7. use money in real life situations up to \$100 to compute change
8. describe the fractional equivalencies of a dollar

GMCS Alignment with Standards Chart: 4th Grade Mathematics

Common Core Standards	Green Meadows Charter School Alignment
<u>4.OA. Operations and Algebraic Thinking</u> Use the four operations with whole numbers to solve problems.	<u>4.OA. As stated. In addition:</u> - Through curriculum stories, anecdotes and practical examples, review and daily practice, students show mastery of the four operations. This mastery includes the ability to do long division using estimation rounding of numbers, as well as the ability to solve long division problems containing remainders. (Divisors are double digit, while dividends are triple digit and higher.) - Students are able to listen to complex (grade appropriate) word problems and mentally calculate the response to the question posed. When given story problems they can choose and write a formula representation of the mathematical aspects of the story. If given a formula representation, they are able to write another comparative representation of the problem.
Gain familiarity with factors and multiples	- Students will recognize that a whole number is a multiple of each of its factors through artistic exercises, movement, curriculum stories, and practical examples. Students learn that all whole numbers can be analyzed to see which smaller numbers divide into them exactly. This is a continuation of the understanding of going from 'whole to parts' which has its foundation in the first grade year, and is a precursor to understanding fractions. - Students distinguish between, and work with, prime and composite numbers . - In conjunction with the study of factors, students are introduced to the concepts of abundant and deficient numbers. - Students learn to find lowest common multiple or highest common factors.
Generate and analyze patterns	In addition to working with written

	algebraic patterns and practical examples such as number lines, students will experience mathematical sequencing and patterns through music, movement, the natural world, and artistic work (See Appendix T).
<u>4.NBT Number and Operations in Base 10</u> Generalize place value understanding for multi-digit whole numbers.	<u>4.NBT. As stated. In addition:</u> - Understanding of place value is strengthened in 4th grade, developing out of a foundation built in the second grade introduction. - Students use a variety of manipulatives, poetry, and stories to help them go from a concrete to an abstract understanding of place value, up to and including the millions column. - Students can write and read multi-digit numbers using base-ten numerals, number names, and expanded form from verbal dictations and written conversions. - Students can round multi-digit whole numbers to any place up to the millions column.
Use place value understanding and properties of operations to perform multi-digit arithmetic.	- Students will demonstrate an understanding of, and the ability to use, standard algorithms for multiplying and dividing multi-digit numbers, using an understanding of place value relationships to simplify computations and to check results. This includes the ability to solve long division problems using estimation rounding of numbers. - Students will use rectangular arrays and area models, sometimes in the form of manipulatives (stones, squares of paper, etc.) to help illustrate and explain their calculations.
<u>4.NF Number Operations – Fractions</u> Extend understanding of fraction equivalence and ordering	<u>4.NF As stated. In addition:</u> Students understand the concept of a fraction of a number and of the numerical notational positions of

	numerator and denominator. - Students draw and use visual fraction models to understand fractions and fraction equivalence. They come to a better understanding through concrete and everyday practical examples (slicing cake, stacking boxes at the food pantry, etc.) - Students understand and work with mathematical symbols related to fractional equivalence and ordering: $>$, $=$, or $<$
Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers	- Students are introduced to, and experience a fraction as part of a whole. - Students demonstrate a working understanding of the four math processes while using fractions and mixed numbers. - Students are capable of reducing and expanding fractions thus understanding and using the “lowest common denominator” in working problems. - Students mentally solve word problems involving the addition and subtraction of fractions, and also use written equations, visual fraction models, and concrete manipulatives to represent the problem. - Students multiply fractions by whole numbers, extending their understanding of the multiplication process. - Students mentally solve word problems involving multiplication of a fraction by a whole number. They use written equations, visual fraction models, and concrete manipulatives to represent the problem.
Understand decimal notation for fractions, and compare decimal fractions	- Students understand the place value of decimals to three decimal places and how decimals relate to simple fractions. - Students recognize decimals as

	fractions: $.13 = 13/100$, and they learn to round decimal fractions: $.134 = 134/1000$ rounds to $13/100$
<u>4.MD Measurement and Data</u> Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.	<u>4.MD As stated. In addition:</u> - Students were first introduced to measurement related to time and money in the second grade. In the third grade year, students extensively studied measurement related to volume, weight, mass, capacity, and length. Measurement and measurement conversion (using whole numbers, fractions and decimals) is continued and strengthened in the 4th grade. Students apply concepts practically in connection with the Local Geography block, when use linear measurement to create their own maps. Concepts are also practiced during the daily math skills unit. - Students are introduced to the concepts of area and perimeter in relation to Local Geography. They measure close and familiar objects and places surround them.
Represent and interpret data.	Students collect, interpret and represent data and find averages in their science, history and physical geography classes.
Geometric measurement: understand concepts of angle and measure angles.	Students measure and understand concepts of angles in connection with Local Geography block and mapmaking.
<u>4.G Geometry</u> Draw and identify lines and angles, and classify shapes by properties of their lines and angles.	<u>4.G As stated, in addition:</u> Students draw and identify lines and angles, and classify shapes through freehand drawing exercises, known in Waldorf pedagogy as Form Drawing.

Science Block Rotation for Grade Seven (each block is 3 weeks long)

• Inorganic Chemistry

Combustion

Acids, Bases, Salts

Metals

• Physics

Electricity/Magnetism

Mechanics and Simple Machines

• Life Science

Introduction to Physiology

Health and Nutrition

• Earth Science

Astronomy

Intended Learning Outcomes for Seventh Grade Science

Science content skills

Students will have a basic knowledge of:

Chemistry (Inorganic)

Fire and the process of combustion

- the burning of all kinds of 'dead' material (e.g. straw, cotton, pine needles, spores, alcohol, gas)
- the role of air in fire – forest, bush and oil fires, firestorms and chimney effects
- the generation of oxygen from pondweed and mineral sources
- the combustion of sulphur, carbon, and phosphorus (volcanoes, charcoal burning and fireflies)
- the role of oxygen and carbon dioxide in human, animal and plant
- smoke and ash, acid and base
- Indicators, using red cabbage, beetroot, litmus

- the chemistry of the candle

Salts

- limestone and marble, origins and chemistry, Natural formations, caves and cliffs, flora of chalk soils
- the lime kiln and the lime cycle (limestone – quick-lime-slaked lime-chalk)
Cement and mortar
- the reaction of concentrated hydrochloric acid and solid sodium hydroxide to illustrate the power of the acid/base polarity in forming salts. Practical applications (e.g. toothpaste, the farmer's use of lime)

Metals

- the chemistry and the cultural/historical/technical significance of those metals that can be obtained from the earth, naturally or by reduction of the ore with charcoal (e.g. iron, copper, lead, mercury, tin, silver, gold)
- smelting of iron – historical links with charcoal burning

•Electromagnetism

- declination and inclination of the earth's field
- the basic phenomena of magnetism
- sources of current (cells, dynamo)
- electrical appliances in relationship to flow of current
- magnetic effects, electromagnets
- technical applications: electric ovens, boilers, irons, fuses
- indications of the dangers of electric current, also in lightening

•Simple Machines/Mechanics

- levers in several variations: effort arm and load arm
- digital balance
- winch
- pulley
- inclined plane
- wedge, screws, linkages, gears

•Health and Nutrition

- the care of the senses: practical knowledge about eyesight, hearing, taste and smell, touch
- the care of the lungs
- the care of the diet (factors for long-time health)
- the need for sleep and a balanced day's activities
- related illnesses (e.g. lung cancer, emphysema, obesity, anorexia, diabetes)
- plants with healing properties
- personal health and hygiene
- substance abuse and the fundamental nature of addiction
- sexual education

• **Physiology**

- basic cell components and functions
- cellular division
- reproduction, and growth of the embryo
- genetic transmission of inherited traits
- the form, organization, and function of organs and tissues
- the heart and circulation
- the digestive system

• **Astronomy: Solar system and galaxy**

- rotation and phases of the moon
- rotation of the earth
- tides
- asteroids, comets
- planets (scale, orbits, and distances from the earth)
- the Northern Lights
- movement of the sun and the stars
- how calendars work
- how modern science began, as understood through biographies of scientists (Galileo, Kepler, Copernicus, etc.)

The main intent of science instruction at Green Meadows Charter School is that students will value and use science as a process of obtaining knowledge based upon observable evidence.*

By the end of seventh grade students should be able to:

• **Use Science Process and Thinking Skills**

1. observe objects and events for patterns and record both qualitative and quantitative information.
2. sort and sequence data according to a given criterion.
3. develop and use categories to classify subjects studied.
4. select the appropriate instrument; measure, calculate, and record in metric units, length, volume, temperature and mass, to the accuracy of instruments used.
5. when given a problem, plan and conduct experiments in which they:
 - Form research questions.
 - Discuss possible outcomes of investigation.
 - Identify variables.
 - Plan procedures to control independent variable (s).
 - Collect data on the dependent variable (s).
 - Select appropriate format (e.g. graph, chart, diagram) to summarize data obtained.
 - Analyze data and construct reasonable conclusions.
 - Prepare written and oral reports for their investigation.
6. distinguish between factual statements and inferences.
7. use field guides or other keys to assist in the identification of subjects studied.

• **Manifest Scientific Attitudes and Interests**

1. read and look at books and other science materials voluntarily
2. raise questions about objects, events, and processes that can be answered through scientific investigation.
3. maintain an open and questioning mind toward ideas and alternative points of view.
4. check reports of observations for accuracy.
5. accept and use scientific evidence to help resolve ecological problems.

• **Demonstrate Understanding of Science Concepts and Principles**

1. know and explain science information specified for their grade level.
2. distinguish between examples and non-examples of concepts that have been taught.
3. compare concepts and principles based upon specific criteria.
4. solve problems appropriate to grade level by applying scientific principles and procedures.

• **Communicate Effectively Using Science Language and Reasoning**

1. provide relevant data to support their inferences and conclusions.
2. use precise scientific language in oral and written communication.
3. Use correct English in oral and written reports.
4. use reference sources to obtain information and cite the sources.
5. use mathematical reasoning to communicate information
6. construct models to describe concepts and principles.

• **Demonstrate Awareness of Social and Historical Aspects of Science**

1. cite examples of how science affects life.
2. give instances of how technological advances have influenced the progress of science and how science has influenced advances in technology.
3. understand the cumulative nature of the development of science knowledge.
4. recognize contributions to science knowledge that have been made by both men and women.

• **Demonstrate Understanding of the Nature of Science**

1. science is a way of knowing that is used by many people, not just scientists.
2. understand that science investigations use a variety of methods and do not always use the same set of procedures; understand that there is not just one “scientific method.”
3. science findings are based upon evidence.
4. understand that science conclusions are tentative and therefore never final. Understandings based upon these conclusions are subject to revision in light of new evidence.
5. understand that scientific conclusions are based on the assumption that natural laws operate today as they did in the past and that they will continue to do so in the future.
6. understand that various disciplines of science are interrelated and share common rules of evidence to explain phenomena in the natural world.

* Utah Education Network. (2003). Utah Science Core Curriculum: Seventh and Eight Grade Integrated Science. In *Utah Education Network*. Retrieved from <http://www.uen.org/core/displayPreface.do;jsessionid=AD3CE9A763A5829BDBD5D463B0D3AC48?courseNumber=3200>

Scope and Sequence

The seventh grade signals a very important change in the development of the child, both physically and psychologically. The onset of puberty is experienced in combination with inner changes, as critical thinking blossoms and a desire to establish one's own individuality emerges. As with the previous grades, the seventh grade curriculum is designed to meet the students where they are developmentally, and focuses on themes of *exploration, discovery and transformation*, particularly as seen through the historical lens of the Renaissance. These three underlying themes run throughout the science curriculum as well, as students observe the *transformation* of inorganic substances in Chemistry, *discover* the laws of Physics through experienced and observed phenomenon in the study of Electricity and Mechanics, and *explore* the realms of their own bodies, as well as, the expanses of space in Health/Nutrition and Astronomy.

The subject of Inorganic Chemistry, as studied in the first science block of the year, offers students the opportunity for careful laboratory experimentation, while continuing to place the emphasis on detailed observation, and a phenomenological approach. Students begin the block with a study of combustion, followed by acids, salts, the lime cycle, and the universal solvent – water, witnessing first-hand how chemical reactions completely transform a substance. Through the process of quantifying and measuring, students begin to objectify their experience, refining their capacities for observation, for drawing conclusions, and forming judgments.

Continuing their exploration of the laws of Physics begun in the 6th grade year (Sound and Light), students undertake a study of Mechanics and Electricity/Magnetism in the second science block of the year. In Mechanics students learn about simple machines, and apply newly learned algebraic equations to the physical laws that underlie the science. Once again students engage in scientific observation and experimental procedure. They are involved in the set up and use of apparatus (e.g. volt meters, balances, etc) for experiments with data collection, and write reports which record materials used, procedures, hypotheses, observations, and conclusions. Students build models, draw schematics, and illustrate their observations with charts and diagrams.

In the Life Science block, students approach the topics of Health and Nutrition, through a study of basic Physiology. This topic, which will be more extensively studied in tandem with Anatomy in the 8th grade year, is the student's first introduction to the study of the living human body and its complex systems. The main systems of the body are explored: respiratory, circulatory, digestive, and reproductive. Health, nutrition, hygiene and sex education are brought so that these systems have meaning and relevance to the 7th grade students.

Finally, Astronomy is introduced as it relates to the study of the Renaissance, and to the student's own relationship to the horizon. The students compare the theories of Ptolemy, Copernicus, Kepler, Brahe and Galileo. They study the movement of the sun and stars; the earth's rotation; how calendars work; longitude and latitude; and the planets and moon. Outdoor direct observation is always given priority, while inside the classroom students are taught with the aid of models, and enhance what they are taught through their own scientific research.

GMCS Alignment with Standards Chart: 7th Grade Science

Science Content Core Standards	Green Meadows Charter School alignment
<u>Standard 1: Physical Science</u> <u>7.1.1 – 7.1.4</u> Explain that energy cannot be created or destroyed but instead can only be changed from one form into another or transferred from place to place.	<u>7.1.1 – 7.1.4 As stated. In addition:</u> - Students studied the physics of light and sound in sixth grade, and in 7th they gain a better understanding of electricity, in relation to sources of current, electrical appliances in relationship to flow of current, magnetic effects, electromagnets, and technical applications (electric ovens, boilers, irons, fuses). The topic of warmth is discussed in connection with conduction and the use of thermometers. - Concepts of energy will be studied in connection with 7th grade Chemistry. The study of combustion, for example may include observations of the burning qualities of different materials, descriptions of the power of a forest fire, the nature of biological respiration, and the chemistry of a burning candle.
<u>7.1.5 – 7.1.7</u> Describe and investigate how forces between objects can act at a distance or by means of direct contact between objects.	- The Physics main lesson block covers Electricity/ Magnetism (see above) and Mechanics. The topic of Mechanics covers levers in several variations: effort arm and load arm, digital balance, inclined plane, winch, pulleys, block and tackle, gears and linkages. Combinations of these 'basic machines will be discussed and the aim is to arrive at the understanding of the means by which a weight-driven clock works. - Students will also consider the development of formulas for the lever and inclined plane, as well as the Golden Rule of mechanics (i.e. that gain in force is paid for by greater distance).
<u>Standard 2: Earth and Space Systems</u> <u>7.2.1 – 7.2.8</u> Describe how earth processes have shaped the topography of the earth and have made it possible to measure geological time.	Geological features and time, as well as earth topography and processes were extensively studied in Geography main lesson blocks in the fourth (Local Geography) and fifth grades (Geography of North America), and are continued in

	7th grade in connection with a World Geography block focusing on the continent of Africa. • In Inorganic Chemistry, students study salts, including limestone and marble, origins and chemistry, natural formations, caves and cliffs, flora of chalk soils, and the lime cycle (See Appendix U). • A block on Astronomy is offered in connection with the 7th grade study of the Renaissance. Students learn about the other planets and major constellations as well as the relationship between the seasons, moon phases, the tides, and the earth's rotation.
<u>Standard 3: Life Science</u> <u>7.3.1 – 7.3.7</u> • Understand the cellular structure of single-celled and multicellular organisms.	• An introduction to cellular biology is covered in the block on Health and Nutrition, and is more extensively studied in the 8th grade year in Human Anatomy and Physiology. In relation to health, students learn about basic cell components, cellular division, and reproduction, as well as how various organs serve the needs of cells for nutrient and oxygen delivery and waste removal.
<u>Standard 4: Science, Engineering and Technology</u> <u>7.4.1 – 7.4.4</u> • Design and construct a device that converts energy from one form to another to perform work.	• In Physics/Mechanics, students experience 'simple machines' as laborsaving devices. These include the lever, the wheel and the incline plane. The creation of Rube Goldberg-type inventions provides a good opportunity to apply these principles in an imaginative and creative way. • Students come to understand the concept of power (energy converted from one form to another) through their study of electricity.

Attachment 4

Green Meadow Charter School's Proposed Learning Standards for Grades Five and Eight

Learning Standards for Grade Five

SUBJECT AREA	LEARNING STANDARDS By the end of fifth grade students will be able to:
LANGUAGE ARTS <i>Reading</i>	• read, analyze, and comprehend a wide variety of age appropriate genres, including biographies, informational texts, Ancient Greek and other Ancient Mythologies, literature and poetry • read age-appropriate texts confidently and independently • understand the difference between active and passive voice when reading a text • refer to, and accurately quote from texts when discussing main ideas and topics such as theme, character development, point of view, and setting in a story, drama or poem • refer to, and accurately quote from informational texts when explaining what the text says explicitly • compare and contrast within the same text, or genre (eg. Norse and Greek Mythology), looking for similar/differing themes, topics, opinions and perspectives • understand the basic structure of a text, including how chapters or scenes fit together • discover the meaning of unknown or multiple-meaning words or phrases by way of contextual clues
<i>Writing and Grammar</i>	• write descriptions in connection with social studies, nature studies, history, geography, mathematics, and language arts

	in main lesson book, and occasionally in report form • write clear, focused essays using multi-paragraph essay structure, incorporating introduction, supporting evidence and conclusion • develop and strengthen writing through planning, editing, and revising a written text, adding details to support the content, and reworking to make the meaning clear to a reader • explain the functions of prepositions, conjunctions and interjections • understand how verb tenses express time in language • distinguish between one's own opinion and reporting another person's opinion • conduct basic research using both print and digital sources of information • use reference materials including dictionaries, glossaries and thesauruses to ascertain correct spelling and meaning of words • integrate information from several texts when writing about a subject • identify and use complete sentences, correct parts of speech, subject-verb and pronoun-antecedent agreement, appropriate punctuation, capitalization and spelling • know and use all major parts of speech (nouns, verbs, adjectives, adverbs, interjections, the articles and conjunctions) • use common suffixes and prefixes • keyboarding skills • create a bibliography of sources
<i>Speaking and Listening</i>	• read aloud with accuracy and fluency,

	aware of punctuation and the difference between indirect and direct speech • take down a dictation on a known subject with reasonable accuracy • perform in a play and speak numerous lines individually • recite more complicated historical texts and poetry • summarize a text or presented material visually, quantitatively, and orally • engage effectively and meaningfully in collaborative discussions with various partners • present information, findings and supporting evidence in an organized, well-developed and appropriate manner • use a multimedia approach to the presentation of material by incorporating the visual arts, auditory content and digital media when appropriate
MATH <i>Number Sense</i>	• read, write and order numbers through the billions • round or estimate any whole number to a specific place • illustrate practical application or advantage for rounding • use notational symbols < > • recite times tables through 12, to the 12th multiple, forwards and backwards • recognize and know factors and multiples of 1 – 12 through 144 • know prime and square numbers through 50 • understand tenths and hundredths place of fractions

	• place common fractions in sequential order • know the value equivalencies of fractions • reduce and expand fractions using manipulatives and numerals • establish common denominators • change mixed numbers to improper fractions • change improper fractions to mixed numbers • identify decimal place value to tenths, hundredths, thousandths • order decimals • change fractions to decimals and back • change decimals to fractions and back
<i>Computation and Procedures</i>	• access all math facts previously memorized • use a variety of problem-solving strategies ('guess and check', work backwards, make a table or graph, make a model or drawing) • check one process by using the reverse process • select and use the appropriate method to solve a problem (mental math, estimation, paper and pencil) and choose the operation needed • add and subtract 4-digit numbers with regrouping • subtract from zeroes • solve 3-digit multiplication problems with 3-digit multiplier • solve long division problems with two-digit divisors with remainders • show clear alignment of long division problems on a page

	• add and subtract simple fractions and mixed numbers • regroup with fractions and mixed numbers • multiply and divide simple fractions and mixed numbers • solve problems involving all four processes with decimal fractions • mentally solve problems involving learned math facts and squares • use mental estimation
<i>Patterns and Algebra</i>	• interpret, extend and create number patterns • describe and construct a math pattern using previously learned math facts • explain how a change in one quantity can produce change in another • identify the rule when given pairs of numbers with a common function • find a missing number in an algorithm involving any of the four processes
<i>Data Analysis, Statistics, and Probability</i>	• collect data and construct displays (including graphs, tables, charts and diagrams) to represent it • analyze data displays by making comparisons, inferences, and predictions • define and calculate averages • use sampling to make probability decisions and to predict possible outcome
<i>Geometry</i>	• draw geometric shapes freehand • imaginatively divide a circle ($\frac{1}{4}$s, $\frac{1}{2}$s, $\frac{3}{4}$s) • recognize different orientations of shapes in relationship to each other (symmetry and

	congruence) • calculate perimeter of any polygon using whole numbers and “like” fractions • calculate the area of any rectangle or triangle using standard and nonstandard measurement • apply the relationship of area/perimeter
<i>Measurement</i>	• use ruler and yardstick to measure classroom objects to the nearest $\frac{1}{4}$ inch • comprehend (and problem solve) simple standard length measurements, including conversions (inches, feet, yards, miles) • comprehend (and problem solve) simple standard weight measurements, including conversions (ounces, pounds, tons) • comprehend (and problem solve) simple standard capacity measurements, including conversions (ounces, cups, pints, quarts, gallons) • comprehend (and problem solve) simple standard units of time, including conversions (seconds, minutes, hours, days, months, years) • comprehend definitions of basic metric length, mass, and capacity terms (mm, cm, m, km; mg, g, kg; l, ml) • proficiently add and subtract time • use money in real life situations to compute change and describe equivalencies
SCIENCE <i>The Nature of Science</i>	• make predictions and formulate testable questions • work independently and collaboratively to carry out planned investigations and communicate results • make observations and measurements, collect and record data through hand-drawn

	illustrations, charts and written descriptions in nature studies, particularly those relating to Zoology (expanding on the 4th grade year) and Botany • compare the results of an investigation with the prediction
<i>The History of Science</i>	• understand facets of the history of science through stories and research on the lives of famous scientists
<i>Life Sciences</i>	• understand why environmental and climatic conditions impact the form and function of a plant • understand the movement and changes of the sun and moon in relation to a study on plant growth • understand basic conditions of plant life, different types of soil, and plant communities and adaptations • understand the evolution of lower plants to the higher plants (fungi to the grand variety of dicotyledons) , classification of plants, plant growth, and the relationship of plants and insects • understand plants from different environments (desert, tundra, rain forest, etc.) • map the world's distribution of plant growth • compare and contrast individual plants (a monocot, dicot (lily or rose) or a coch – mushroom) • grow plants, sprout seeds, take cuttings, watch flowers bloom and turn to seed • observe whole ecosystems, plant communities, individual plants, different species of plants, plant parts and environmental factors such as soil, sun, water, etc.

	• discuss physiology related to a survey of insects • demonstrate a working knowledge of major categories of plants, terminology of plant growth and the cycle of plant germination and growth. • understand terminologies of plant growth and plant parts; the cycle of plant germination and growth including perennial and annual plants. • imaginatively explore plant physiology, the breathing cycle, the major parts of a plant etc., and compared these to human physiology and human cycles.
<i>Physical Sciences</i>	• understand chemical/molecular concepts related to plant study including oxygen and carbon dioxide exchange between animal and plant kingdoms, the compounds involved in photosynthesis, and an introduction to sugars, carbohydrates and plant structure, etc. • describe, measure and understand weight and volume of various objects (as part of 4/5 Math blocks)
<i>Earth Sciences</i>	• locate watersheds in Indiana and the whole of North America (as part of geography block), with attention to a study of the water cycle as first introduced in 1st and 2nd grades • understand the relationship to watershed and the availability of moisture in varying geographical conditions • identify how major ocean currents influence weather patterns on this continent (as part of geography block) • understand the importance of water conservation (as part of the EfS curriculum)
SOCIAL SCIENCE <i>History</i>	• identify and understand Ancient Civilizations: Asian and Middle Eastern peoples, i.e. the culture and religions of

	Ancient India, China, Ancient Persia, Mesopotamia, Egypt • describe fundamental principles and purposes of democracy through an understanding of the origins of democracy in 6th century Athens (as part of the Greek History block) • understand structures and function of various types of modern government through a study of primitive governmental structures in place in ancient civilizations (ancient India, China, Persia, Mesopotamia and Egypt) • identify and understand the myths and history of Ancient Greece from Homer's time up to its encounter with oriental culture at the time of Alexander's campaigns • contrast how ancient life is affected by environment, climate, food, clothing, beliefs and religion • understand how our culture today is founded on the achievements of past ages
<i>Geography</i>	• discuss the regions of the United States and Canada, as described in terms of climate, terrain (major mountain ranges, rivers), states, capitals and cultural history (includes mention of customs and traditions, and teaches the regional history which contributed to the region's identity) • understand issues related to cooperation and conflict among the indigenous peoples, and between Native American Indian nations and new settlers - [as part of US Geography block] • describe how early settlers and Native American Indians adapted to and altered the physical environment • explore cultural differences among U.S. regions by way of historical contexts (e.g.

	yeoman history of New England colonialism with the plantation lifestyle of colonial Virginia requiring importation of forced slave labor) – [as part of US Geography block] • demonstrate the use of latitude and longitude, within the context of US geography • contrast life in different ecosystems (the coast, the desert, the plains, etc.) • discuss industrial growth and its effect on the environment • draw maps, and study maps, using an atlas, globe and wall maps • identify regional geography of the US and North America • trace the colonization, immigration , and settlement patterns of the American people from 1789 to the mid-1800s through a study of trade and transportation, as discussed in regional geography block
FOREIGN LANGUAGE	• practice reading one foreign language using a reader • respond to simple questions in a foreign language • retell small portions of a story in a foreign language • use and identify present, past, and future tense of verbs learned in a foreign language • identify different sentence structures in a foreign language
MUSIC	• sing a host of different songs (seasonal, traditional, etc.) • play the recorder • begin to play a string instrument

	• participate in group singing (sing in harmony) and playing • understand note lengths and time value in relation to the study of fractions
HANDWORK/TWO AND THREE DIMENSIONAL ART	• knit, purl and crochet • cross-stitch, and “neatly” sew by hand • draw complex forms of interweaving curved and straight lines that “braid together” • understand primary and complimentary color, both in quality and mood • illustrate main lesson books with increasing complexity of detail and form • use drawing techniques such as chiaroscuro • paint with watercolors • model with clay • begin carving with wood

Learning (Exit) Standards for Grade Eight

SUBJECT AREA	LEARNING STANDARD By the end of the eighth grade, students will be able to:
LANGUAGE ARTS <i>Reading</i>	• read, analyze, and comprehend a wide variety of age appropriate genres, including biographies, informational texts, and stories from the Age of Reason (e.g., The 30-Year War, King Louis XIV, Peter the Great, etc.) French and Industrial Revolutions, and American history • read extensively from a wide range of classical and modern literature and poetry, both self-selected and assigned • read extensively from a variety of non-

	fiction, for information and to discover new ideas, making effective use of reference materials to develop and support their own research projects and classroom work • demonstrate understanding of a variety of literature, including novels, poetry, short story, and drama, through oral, written, and artistic responses to the ideas and themes presented • glean the important ideas and details from a text, citing textual evidence to support analysis • summarize a text, taking into consideration issues of character development, dialogue, setting, and plot in literature, and supporting ideas, specific claims, and arguments in an informational text • retell or paraphrase a text, demonstrating the ability to be selective in the illustration of central ideas • identify recurring themes across works in print and media • compare and contrast differences among genres related to similar themes and topics • compare and contrast the experience of reading a work of literature to that of listening to an audio recording of it, and/or viewing a video or live version of it • discuss and understand the impact of authors' word choices, tone, content, and point of view and purpose in a text • relate new information to prior knowledge and experience • make connections to related topics and information • distinguish between significant, minor and irrelevant details in a text
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	• apply reading strategies, such as using context clues, rereading, self-correcting, reading with others, predicting, questioning, and clarifying • demonstrate proficiency in reading skills and strategies across the curriculum and continue to develop vocabulary • distinguish between fact and opinion
<i>Writing and Grammar</i>	• write informative essays, reports or narrative procedures on topics drawn from the curriculum and reports based on their own reading and research • write persuasive essays by creating point-of-view pieces or responses to literary works • organize thoughts and information for writing and present ideas, opinions and arguments with clarity • develop drafts, analyze, revise and edit work as appropriate for audience and purpose • proofread their own writing or the writing of others, using dictionaries and other resources • write effectively for a variety of purposes and audiences • maintain a focus throughout a piece of writing and provide appropriate facts and details from a variety of sources to develop the subject • write a short story (fictional, biographical or autobiographical) and tell a story (fictional, biographical or autobiographical) • use literary elements with increasing facility and detail (e.g. dialogue, plot, point of view, setting, conflict, character development) • write for self-expression

	• analyze ideas through multiple vantage points and deeper layers of meaning • use appropriate conventions of written language, which include grammar, spelling, punctuation, language usage, capitalization, sentence structure and paragraphing
<i>Speaking and Listening</i>	• use appropriate grammar, word choice, and pacing during formal oral presentations • listen attentively and respectfully to others' points of view • use language that is clear, audible and appropriate for communicating to the intended audience • anticipate the listener's point of view and address this perspective in the presentation • present various types of oral presentations effectively (informational, persuasive, humorous, etc.) • recite poetry and literature selections with refined diction, pronunciation, enunciation and expression • perform a speaking role in a play, delivering lines clearly and audibly, from memory
MATH <i>Number Sense</i>	• represent the value of a number in a variety of forms (standard, expanded, exponential, scientific notation) • use and explain the relationships among fractions, decimals, and percents and make conversions • identify and plot positive and negative numbers • understand square numbers and roots • have a sense of ratio and percentage • set up a proportion
<i>Computation and Procedures</i>	• quickly and accurately access all math facts

	as a tool for problem solving • use a variety of problem-solving strategies ('guess and check', work backwards, make a table or graph, make a model or drawing) • select and use the appropriate method to solve a problem (mental math, estimation, paper and pencil, calculator) and choose the operation needed • solve a problem in more than one way • calculate scientific order of operations • add, subtract, multiply and divide whole numbers, decimals fractions, mixed numbers, and integers • calculate positive and negative integers using four processes • calculate fractions, decimals, and percents in real life situations • apply estimation • mentally solve problems involving all four processes, squares, estimation, sets, and distribution • work with proportion problems • work problems using formulas to solve problems • use number sense to justify the reasonableness of solutions to problems involving whole numbers, fractions, decimals, and percents • use calculator to add, subtract, multiply, and divide accurately
<i>Patterns and Algebra</i>	• interpret, extend, and create complex number patterns • describe and analyze patterns and relationships using tables, coordinate graphs, verbal rules, and standard algebraic

	notation • solve linear equations and formulas in problem-solving situations • solve and graph simple linear equations and ordered pairs of numbers • solve formulas as the basis of equations • apply equations with correct order of operations • work extensively with least common multiples and factors • understand distributive property of multiplication with respect to addition and multiplication
<i>Data Analysis, Statistics, and Probability</i>	• generate and organize data and report in a variety of ways (tables, charts, graphs) including pictograph, line, and circle, line plot, & scatter plot • analyze data as fractions, decimals, and percents • find averages • draw conclusions • predict outcomes as fractions, decimals, ratios, and percents
<i>Geometry</i>	• draw geometric constructions of more complex polygons • display deeper understanding of concepts of similarity and congruency in triangles, rectangles, etc. • compute ratio and proportion of polygons • compute area and perimeter of parallelograms, trapezoids, circles, and regular polygons • compute surface area of regular solids

	• compute volumes of regular polyhedrons (cylinders, pyramids, cones, spheres) • construct platonic solids: cube, tetrahedron, dodecahedron, octahedron, icosahedrons • measure and construct angles
<i>Measurement</i>	• select, estimate, and measure using appropriate units, tools, and formulas • estimate and measure using all standard and metric units • select and use appropriate units of measurement in problem-solving • problem solve using conversions of any units of measurement • use money in real life situations to compute change, describe equivalencies and determine percentages
SCIENCE <i>Nature of Science - Investigation and Experimentation</i>	• conduct scientific research with attention to textual evidence, the presentation of central ideas and conclusions • follow precisely multistep procedures when carrying out experimentation or measurement • integrate words and visual references (flowcharts, diagrams, models, graphs, tables, or illustrations) in presenting qualitative information • distinguish between facts and speculation in a scientific text • write clear and coherent informative/explanatory texts with attention to organization of ideas, and use of well-chosen facts, definitions, concrete details, quotations, or examples • incorporate headings, graphics and multimedia when appropriate in written texts

	• gather relevant information from multiple reliable and pertinent print and digital sources
<i>Physical Sciences</i>	• know and understand Newton's 3 Laws of Motion and his Law of Universal Attraction (gravity) • deepen understandings of simple machines (as introduced in 7th grade), by way of an understanding of the Law of the Lever, force and mechanical advantage • understand topics in Chemistry related to the model of the atom, the Periodic Table, Ionic bonding (compounds), Solutions and Solubility, Covalent Bonding (molecules), Polymers, Kinetic Theory, and Reactions, building on what they learned about Chemistry in the 7th grade • write chemical equations and learn basic organic chemistry in the context of: - plant structure and chemical processes - cycles of elements (e.g. calcium, carbon, and nitrogen cycles) - tests for starch, sugars, proteins and fats - chemical equations of sugars, starches and fats - solubility of elements, molecules and compounds • understand the Periodic Table in reference to atomic number, mass number, isotopes, and average atomic mass, chemical families, metals, non-metals, metalloids, gaseous elements, and the noble gases. • understand periodic trends in thermal and electrical conductivity • understand volume displacement, buoyancy, density, and surface tension • deepen understandings of acoustics, magnetism, heat, optics and electricity
Life Science	• understand the elements hydrogen, oxygen, and nitrogen as building blocks of plant and animal tissue: cellulose, glucose,

	carbohydrate, protein, etc. • understand, observe, and illustrate the human skeletal and muscular systems • understand, observe, and illustrate the inner workings of the human eye and ear • understand, observe, and illustrate the human nervous and reproductive systems
<i>Earth Science</i>	• follow-up the study of Newton's Universal Law of Gravity with discussion of its astronomic applications • understand the role of gravity in the evolution of the stars, and how it holds together star systems and galaxies • calculate planetary distances and orbital speeds (Kepler's Laws), convert distances into light-minutes and light-years, and calculate distances to stars and galaxies • understand and illustrate the layers of atmosphere above the earth • map the different winds (prevailing, westerlies, trade, easterlies, doldrums) on a globe • diagram the water cycle in a meadow or near the ocean • understand and illustrate the different cloud types • understand convection in relation to meteorology (atmospherics and climatology) • make and experiment with weather instruments (wind vane, barometer) • keep daily weather journal, noting speed and direction of wind; types and heights of clouds; temperature; precipitation; observation of the sky at the same time of day
SOCIAL SCIENCE	• understand the early colonial period and

<i>History</i>	how sentiments and lifestyle set the stage for the American Revolution, e.g. the religious mood of the revivalist Great Awakening • understand how philosophers in Europe such as Locke, Voltaire, and Rousseau had propounded many of the ideas that would be incorporated into the philosophy of government professed in the Declaration of Independence • understand that the French Revolution of 1789 was furthered by the success of the American Revolution • understand the unique blending of values and procedures underlying the framing of the Constitution • build upon knowledge of the Reformation to address the revolutions of government, laws and rights. They are presented the additional documents (English Bill of Rights, Mayflower Compact, etc) which extend ideals of independence (earlier afforded only to aristocrats) to all people. • introduce a history of government, learning how framers balanced powers and duties among 3 branches. • understand issues, proposals, debates, and documents influencing the development of the US government up to the present day; these documents include the Constitution, Bill of Rights, and later Amendments • understand the North-South geo-political and industrial division effecting both the American Revolution and Civil War • recount stories and biographies of the Ages of Enlightenment and Revolution. Candidate biographies include George Washington, Thomas Jefferson, John Quincy Adams, Lafayette, Benjamin Franklin, Dolly Madison, etc. • understand American history through its
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	politics, arts and culture • understand how industrialization contributed to divergent cultures of North and South. Westward expansion on the frontier led to another emerging population. The influx of immigrants brought ethnic, cultural and religious differences which needed reconciliation in the shaping of the nation • follow the lives of the immigrant populations, the Irish, Chinese, Scandinavians, Polish, etc • understand the lives and ideas of the Transcendentalist movement and their support of abolition. During this period of American History students also learn of the early public education endeavors • analyze the multiple causes, key events, and complex consequences of the Civil War, gaining a deeper understand through biographies of Abraham Lincoln, Frederick Douglas, Sojourner Truth, Harriet Tubman, Robert E. Lee, Ulysses S. Grant, Jefferson Davis, Bismarck, etc • analyze the character and lasting consequences of the Reconstruction • analyze the transformation of the American economy and the changing social and political conditions in the United States in response to the Industrial Revolution, gaining a deeper understanding through biographies of reformer, industrialists and scientists of the later 19th century, including Susan B. Anthony, Andrew Carnegie, John D. Rockefeller, Thomas Edison, Nicolas Tesla, Alexander Graham Bell, Orville and Wilbur Wright, Elijah McCoy, George Washington Carver, etc.
<i>World Geography</i>	• understand economic impact of geography on civilization, and develop a geographical understanding of Asia with emphasis on the following: - Countries, capitals, major mountains,

	bodies of water -Seasonal changes -Biotic zones - Wind and water currents - Meridians and parallels of latitude -Specific land formations -Comparisons and contrasts of various climates -Comparisons and contrasts of various vegetation -Free hand drawing of continents and bodies of water.
FOREIGN LANGUAGE	• speak more freely about self and environment in a foreign language • understand grammatical terminology in a foreign language • have a good imaginative picture of the country where a foreign language is spoken • understand and use cases in a foreign language • grasp sentence structure in a foreign language • express clearly in the range of everyday life in a foreign language
MUSIC	• sing songs in 2 to 4 voices, a-capella, songs with more developed themes (death, criticizing contemporary life, humor, etc.) and stronger rhythms • help to compose music for class plays • understand theory of melody • read music • reference biographies of various composers - play a variety of instruments (string, wind and percussion) • rhythmically improvise • understand how different motifs in music belong to different epochs of history

HANDWORK/TWO AND THREE DIMENSIONAL ART	• use basic woodworking tools (saws, chisels, rasps and files) • use a sewing machine • make everyday clothing and costumes • build a clay baking oven • build a teepee • create a watercolor veil painting • model geographic forms (mountain ranges, etc.) as part of geography lessons • draw in perspective • use ink brush and pen for drawing • sculpt figures with dramatic gestures • have a basic understanding of the history of art

Attachment 5

Green Meadows Charter School Calendar

Green Meadows Charter School 2013-2014

Dates on this calendar may be changed if necessary to schedule makeup days (for days lost to emergency school closings) in order to meet the minimum number of instructional days required by state law.

Quarterly Schedules

First Term	Wednesday, July 31, 2013 through Friday, October 11, 2013
Children Report	Monday, August 5, 2013
Second Term	Monday, October 28, 2013 through Friday, December 20, 2013
Third Term	Monday, January 13, 2014 through Friday, March 21, 2014
Fourth Term	Monday, April 14, 2014 through Friday, June 20, 2014
Last Day	Friday, June 20, 2014

Professional Activity Days and Holidays

Teacher Meetings and Work Days	Wednesday, July 31, 2013 through Friday, August 2, 2013
Labor Day	Monday, September 2, 2013 (NO SCHOOL)
Conferences	Wednesday, September 18, 2013
Fall Break	Close of school Friday, October 11, 2013 and reopen Monday, October 28, 2013 (NO SCHOOL)
Thanksgiving Break	Wednesday, November 27, 2013 through Friday, November 29
Conference Day	Wednesday, December 18, 2013 (NO SCHOOL)
Winter Break	Close of school Friday, December 20, 2013 and reopen Monday, January 13, 2014 (NO SCHOOL)
Martin Luther King Day	Monday, January 20 (NO SCHOOL)
President's Day	Monday, February 17, 2014 (NO SCHOOL)
Conference Day	Wednesday, March 17, 2014 (NO SCHOOL)
Spring Break	Close of school Friday, March 21, 2014 and reopen Monday, April 14, 2014 (NO SCHOOL)
Reflection Conference	Wednesday, May 21, 2014 (NO SCHOOL)
Friday, May 23, 2014	Make up day for school closing or day without student or teacher attendance
Memorial Day	Monday, May 26, 2014 (NO SCHOOL)
Last Day for Students	Friday, June 20, 2014
Teacher Reflection Days	Monday, June 23 – Wednesday, June 25, 2014

Breakdown of Contract Days

	Professional Activity and Holidays	Teaching Days	Contract Days
First Term	5	49	53
Second Term	3	37	38
Third Term	3	47	48
Fourth Term	3	47	48
Additional Professional Development Days	15	0	0
Total	29	180	195

Meeting Instructional Time Requirements for the State of Indiana

Minimum required time for elementary students is 5 hrs per day or 25 hours per week. GMCS exceeds the minimum instructional time for the state of Indiana. Students receive instructional time 29.25 hours per week.

State Minimum

5 hours per day x 180 days = 900 hours per year minimum

1 week = 25 hours

36 weeks = 900 hours

GMCS Total Instructional Time

4 days @ 6.25 hours = 25

1 day @ 4.25 hours

1 week = 29.25 hours

36 weeks = 1053 hours

DAILY SCHEDULE FOR GRADES 1-4

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:00 – 8:30	Breakfast/Arrival	Breakfast/Arrival	Breakfast/Arrival	Breakfast/Arrival	Breakfast/Arrival
8:30 – 10:30	Main Lesson	Main Lesson	Main Lesson	Main Lesson	Main Lesson
10:30 – 11:00	Bodily/Kinesthetic Transition Activity	Bodily/Kinesthetic Transition Activity	Bodily/Kinesthetic Transition Activity	Bodily/Kinesthetic Transition Activity	Bodily/Kinesthetic Transition Activity
11:00 – 11:45	Skills Class	Skills Class	Skills Class	Skills Class	Skills Class
11:45 – 12:30	LUNCH/RECESS	LUNCH/RECESS	LUNCH/RECESS	LUNCH/RECESS	LUNCH/RECESS
12:30 – 1:15	Fine Arts/Practical Arts/Foreign Language/PE	Fine Arts/Practical Arts/Foreign Language/PE	Fine Arts/Practical Arts/Foreign Language/PE	Fine Arts/Practical Arts/Foreign Language/PE	Fine Arts/Practical Arts/Foreign Language/PE
1:15 – 2:00	Fine Arts/Practical Arts/Foreign Language/PE	Fine Arts/Practical Arts/Foreign Language/PE	Fine Arts/Practical Arts/Foreign Language/PE	Teacher Collaboration	Fine Arts/Practical Arts/Foreign Language/PE
2:00– 2:45	Fine Arts/Practical Arts/Foreign Language/PE	Fine Arts/Practical Arts/Foreign Language/PE	Fine Arts/Practical Arts/Foreign Language/PE	Teacher Collaboration	Fine Arts/Practical Arts/Foreign Language/PE
2:45 – 3:30	Skills Class	Skills Class	Skills Class	Teacher Collaboration	Skills Class
3:30 – 3:45	Wrap-up and dismissal	Wrap-up and dismissal	Wrap-up and dismissal		Wrap-up and dismissal

- **Fine Arts consists of Eurythmy, Painting, Singing, and Folk Dancing**
- **Foreign Language – Spanish**

- Practical Arts consists of Gardening, Handwork, Clay Modeling and Woodworking

DAILY SCHEDULE FOR GRADES 5-8

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:00 – 8:30	Breakfast/Arrival	Breakfast/Arrival	Breakfast/Arrival	Breakfast/Arrival	Breakfast/Arrival
8:30 – 10:30	Main Lesson	Main Lesson	Main Lesson	Main Lesson	Main Lesson
10:30 – 11:00	Bodily/Kinesthetic Transition Activity	Bodily/Kinesthetic Transition Activity	Bodily/Kinesthetic Transition Activity	Bodily/Kinesthetic Transition Activity	Bodily/Kinesthetic Transition Activity
11:00 – 11:45	Skills Class	Skills Class	Skills Class	Skills Class	Skills Class
11:45 – 12:30	Fine Arts/Practical Arts/Foreign Language/PE	Fine Arts/Practical Arts/Foreign Language/PE	Fine Arts/Practical Arts/Foreign Language/PE	Fine Arts/Practical Arts/Foreign Language/PE	Fine Arts/Practical Arts/Foreign Language/PE
12:30 – 1:15	LUNCH/RECESS	LUNCH/RECESS	LUNCH/RECESS	LUNCH/RECESS	LUNCH/RECESS
1:15 – 2:00	Fine Arts/Practical Arts/Foreign Language/PE	Fine Arts/Practical Arts/Foreign Language/PE	Fine Arts/Practical Arts/Foreign Language/PE	Teacher Collaboration	Fine Arts/Practical Arts/Foreign Language/PE
2:00– 2:45	Fine Arts/Practical Arts/Foreign Language/PE	Fine Arts/Practical Arts/Foreign Language/PE	Fine Arts/Practical Arts/Foreign Language/PE	Teacher Collaboration	Fine Arts/Practical Arts/Foreign Language/PE
2:45 – 3:30	Skills Class	Skills Class	Skills Class	Teacher Collaboration	Skills Class
3:30 – 3:45	Wrap-up and dismissal	Wrap-up and dismissal	Wrap-up and dismissal		Wrap-up and dismissal

- **Fine Arts consists of Eurythmy, Painting, Singing (Choir), and Strings (Orchestra)**
- **Foreign Language – Spanish**
- **Practical Arts consists of Gardening, Handwork, Clay Modeling and Woodworking**

Attachment 6

Green Meadows Charter School Admission Policy

Open Enrollment Dates: December 1-March 1

Public Lottery Date: Wednesday preceding spring break annually

Eligible Students:

All kindergarten (students must turn 5 by July 31) through 5th grade students currently living in the state of Indiana are eligible to apply, enroll, and attend Green Meadows Charter School. There are no other admissions requirements to attend the school.

The Enrollment, Lottery, and Notification Process:

Application Eligibility and Process:

The parent or legal guardian of any eligible student must completely fill out The Green Meadows Charter School Student Application. After the receipt of any application, the student's name will be added to the appropriate grade level list. Green Meadows Charter School will accept applications for open enrollment until 5:00 on March 1 annually.

Marketing:

The Green Meadows Charter School will have an aggressive marketing strategy to recruit students to the school. The school will host open houses every 2 weeks at Brown County and Monroe County public libraries. GMCS will recruit and hold informational meetings at the Monroe County United Ministries, the Monroe County and Brown County Head Start programs, at the Middleway House for battered and abused woman and children and a several day-care facilities in both Brown and Monroe Counties.

The Bloomington Project School will send out an announcement about the opening of GMCS to over 200 students and will host an open house for those families at BPS.

GMCS will also post fliers and brochures at each of the open-house sites. GMCS expects to be invited to talk about the new school on multiple local radio programs and by the local newspapers. We will also have Public Service Announcements on all local media.

The Lottery:

Green Meadows Charter School will place the name of each student that applied on an index card (each student has his/her own card). Each grade level will have a different color to avoid confusion. Grade level and sibling information is included on opposite corners of the student card. The process for the lottery was developed to ensure a fair and equitable chance for all students. Randomizer.org is utilized to determine the order of the grade levels to be drawn. Several process observers are stationed throughout the room to confirm that the process has accuracy and integrity. Student cards are drawn by grade in the order established by Randomizer.org. As a name is drawn, if there is a sibling, the sibling name will be placed in a class or on the waiting list respectively, as well. Once all spots are filled in a grade level, the remaining cards are drawn to determine the order of the waiting list.

Sibling Preference:

The only admission preference at Green Meadows Charter School is for families with more than one

child applying to the school. If a student's sibling is already Green Meadow Charter School, that student will be automatically enrolled if there are any open spots at the student's grade level.

Notification:

After the public lottery, Green Meadows Charter School will notify all families and students who have been selected for spots, as well as those who are on the waiting list for any grade level. This notification will be done within 3 business days of the lottery. Each family will have two weeks from notification to accept their spot at Green Meadows Charter School. If a family does not accept the spot within that week, their spot will be offered to the first student on the waiting list for that grade level. If a student's name is not selected, s/he is notified where s/he is on the waiting list.

Once students have accepted, Green Meadows Charter School utilizes a full enrollment packet and process that will follow all charter school laws. The school is open to any family in Indiana. In accordance with federal and state laws, no student will be denied admission to Green Meadow Charter School based on race, gender, national origin, sexual orientation, aptitude, disability, religion, or athletic ability. There will be no achievement or aptitude data used at any point in our enrollment process.

If a student applies to the school after the open enrollment period, and there is an open spot at their grade level, that student will be automatically admitted to the school.

Attachment 7

Expanded Description of GMCS Discipline Policy

Our teachers and staff are not only responsible for the students in their classroom but for every child in the school. Our discipline policy is intended to encourage respect for everyone and everything (including self respect), foster an atmosphere that promotes student success and reinforce the contributions of each person to the school and larger community.

Student behavior will be monitored in a variety of ways by classroom teachers, students and other adults in the school community who have been assigned to assist with student behavior. These monitoring tools include:

- **Informal observations-** Written observations are recorded by teachers and shared with families as needed.
- **Self-monitoring-** Students will be given opportunities to monitor their own behavior. This could be composed of a journal with self-reflections and self record-keeping.
- **Formal behavior, observation, and documentation-** Personalized behavior plans are created by teachers, students, and families for behavioral monitoring and are completed by teachers or other staff members observing a child.
- **Teacher collaboration –** A portion of Thursday afternoons (staff meetings) will be used to meet and discuss children’s learning and behavior in the form of a Child Study. (See appendix __ for more details on Child Study)

When a student does not meet behavioral expectations we employ a series of positive interventions (listed below) intended to encourage student reflection on his or her actions. The focus of this reflection is on respect for self, others and the surroundings. This intervention process is flexible to meet the individual needs of students and allows teachers to use their professional discretion in response to family contact and which steps to take. Green Meadows Charter School does distinguish between negative behaviors that affect the learning environment for one’s self and others, and that endanger the child, others or the school. Unless the behavior is more serious requiring immediate action that be taken, students will start at the first step and move through appropriate steps as determined by the teacher and or designated staff.

Step 1: Student Self-Reflection- Either alone or with another adult, the student is given time to reflect on the choices he/she made. The process looks different for each child, depending on age and developmental level. For example, a younger child may need assistance to reflect upon his or her actions, while older children would do this step on their own. This time could serve as a “cool down” period. This is often accomplished by drawing a picture of actions that would have resulted in a positive rather than a negative outcome.

Step 2: Peer Intervention- Students are expected to work with their peers to problem-solve. Students are taught to work through their problems through a series of steps. This step would only be used when the behavior involves a student-to-student interaction. With younger students this step would work in conjunction with step 3 in order to be more developmentally appropriate.

Step 3: Adult Intervention- an adult is present to mediate to help a child process his or her behavior. An action plan is designed at this time.

Step 4: School Community Intervention- certain behaviors may need to be brought to the classroom or a small group of peers by a responsible adult. During this time, students have the opportunity to discuss expectations. This step will only apply to older students based on developmental readiness.

Step 5: Educational Director Intervention- The Educational Director collaborates with the teacher and student to resolve the situation.

Step 6: Family Intervention- Challenging behaviors are shared with families in order to create a larger support group for a child's success.

For students exhibiting chronic behavioral needs the previous steps may not be sufficient. A personalized behavior plan may be needed to meet the needs of some students. The development of such a plan will involve input from a group of teachers, school leaders and family members. The resulting plan will target behaviors and actions to be used in school to help the child achieve success.

Each child and each discipline issue will be looked at individually. Each resource and action will be exhausted before a child is considered for suspension or expulsion. Since our primary concern is the safety of students, if all strategies and resources have been exhausted and the learning community is still put at risk by a student, GMCS will work with the family to find a different educational option for their child. The parent and student handbook will outline specific procedures for suspensions, expulsions and other disciplinary actions.

GMCS shall define suspensions and expulsions in accordance with Indiana Code 20-8.1-5-16.

A teacher may temporarily suspend a student from class. A teacher may extend the class suspension for a maximum of two consecutive class meetings. Suspension for more than two consecutive class meetings requires action by the Educational Director or Assistant Director.

In accordance with Indiana Code 20-33-8-13.5, our family handbook will set forth a detailed anti-bullying policy including provisions concerning education, parental involvement, reporting, investigation, and intervention. In addition, it will describe in detail the expulsion process including the rights and responsibilities of students, guardians, and school personnel.

In accordance with Indiana Code 20-33-8-15, a student may be suspended or expelled for engaging in unlawful activity on or off school grounds if: (1) the unlawful activity may reasonably be considered to be an interference with school purposes or an educational function; or (2) the student's removal is necessary to restore order to protect persons on school property.

As defined in Indiana Code 20-33-8-16, a student who is identified as bringing a firearm or destructive device to school or on school property, or is in possession of a firearm or destructive device on school property, must be expelled for at least one (1) calendar year, with the return of the student to be at the beginning of the first school semester after the end of one (1) year period. The Educational Director, in collaboration with the Board, may, on a case by case basis, modify the period of expulsion for a student who is expelled under this section. A student with disabilities (as defined in IC 20-35-7-7) who possesses a firearm on school property will be subject to procedural safeguards under 20 U.S.C. 1415.

In regards to suspension and expulsion, students with disabilities will be treated in accordance with guidelines as outlined in IDEA and will be in line with a child's IEP.

GMCS will use ongoing communication and surveys in order to evaluate satisfaction levels of families with the various aspects of our discipline program. Examples are not limited to but may include: parent-school discussion groups, communication folders, phone calls and conferences. Once surveys and other feedback are gathered, we will review the information and share these results with the entire school community- families, board, teachers and staff. We will then evaluate the results and create an action plan as needed.

Our completed discipline plan will be included in the Green Meadow Student/Parent Handbook. This handbook will be given to each family at the time of registration. Additional copies will be available and on display at all times in the school office and on the GMCS website.

Attachment 8
Letters of Intent, Commitment, and Support



INDIANA UNIVERSITY

CENTER FOR INNOVATIVE TEACHING AND LEARNING

Office of the Vice Provost for Undergraduate Education /
University Information Technology Services
Bloomington

Re: Request for Proposal for Green Meadows Charter School
Ball State University Office of Charter Schools

To the Proposal Evaluators,

This letter confirms that the Service-Learning Program at Indiana University will work in partnership with Green Meadows Charter School (GMCS) by facilitating partnerships between Indiana University faculty and students and GMCS. Details for these collaborative partnerships will be established over the course of the school's implementation period, and will begin during the 2013-2014 academic year. The Service-Learning Program at Indiana University develops campus-community partnerships for Indiana University students and faculty to learn in partnership with the community and to develop competencies that promote the advancement of a socially responsible citizenry. By combining academic theory with practical, real-life experience, service-learning helps students gain a broader and deeper understanding of course content and an enhanced sense of civic engagement. At the same time, service-learning provides an opportunity for community partners such as GMCS to tap into the skills and talents of students to help them build their capacity and pursue their mission. The Service-Learning Program at Indiana University works with over 100 nonprofit and public sector agencies in Bloomington and Monroe County and more than 3,000 students took a service-learning course at IU last year. We see great opportunities to connect IU service-learning courses to GMCS through a variety of disciplines. Moreover, GMCS maintains a commitment to provide service learning opportunities to their students. We are confident that this alignment of missions between the IU Service-Learning Program and the new charter school will be mutually-beneficial and plentiful.

There are no fees associated with our partnership with the GMCS.

Please contact Andrew Libby if you have any questions.

Sincerely,

Andrew Libby

Community Engagement Coordinator, Service-Learning Program

Center for Innovative Teaching and Learning

Indiana University, Bloomington



Re: Request for Proposal for Green Meadows Charter School
Ball State University Office of Charter Schools

To the Proposal Evaluators,

The Center for Sustainable Living (CSL) is proud to enter a partnership with Green Meadows Charter School (GMCS) if it is approved by the Ball State University Office of Charter Schools. We value partnerships which serve to educate the community in sound practices for environmental sustainability and community social justice. Since the school's goals fit with our own goals for this type of education, the partnership will be a natural step for the growth of our organization.

CSL is a non-profit 501 (c) (3) organization which exists to educate the public about true sustainability especially in regard to resource use and its impact on the environment. It is our mission to make available information, services, projects and networking opportunities for those interested in exploring ecologically sustainable ways of thinking, living and interacting in our community. We also serve as an umbrella organization for new initiatives and grassroots organizations seeking non-profit status. Some of our current projects and organizations include: Bloomington Transportation Options for People (BTOP), Southern Indiana Renewable Energy Network (SIREN), Community Bicycle Project, Habitat Stewards, Discardia, and Local First Indiana. Each of the projects and organizations under our umbrella are a special resource and each one serves to fulfill CSL's overall goals which are:

- to integrate human settlements and activities harmoniously into the natural world
- to provide services, information, tools and networking opportunities for those interested in sustainable living
- to develop projects and programs that promote more sustainable ways of living
- to work with and support other groups with similar purposes
- to sponsor public events where community members may meet to exchange ideas, suggest solutions, and develop strategies to promote sustainable living.

CSL offers many avenues for sustainability education through our various projects described above. It is our intention to work in conjunction with GMCS staff to design education for sustainability curriculum and block lessons which incorporate our various projects into the school's curriculum. The lessons will foster practical experience and application of social, scientific, mathematical, and reading concepts to real world activities. Possible examples include educating middle school children about the social and economic impact of local consumption with our Local First advocates, bringing Habitat Stewards volunteers to the school to teach students and families the biological and environmental value of native plant gardens, or teaching bicycle repair in conjunction with physics and math lessons via the Community Bicycle Project.

Our interest in partnership with the school allows our organization to make an important step in educating the public by reaching a larger population within the Bloomington community along with serving to educate youth. We value the education of youth as especially important to true sustainability since young people are the ones who will inherit the social and environmental problems we are only beginning to tackle. We believe it will be important for our youth to have a strong foundation in sustainability education in order to go forward with a healthy outlook on some difficult social and ecological issues. This partnership is a step in this direction. In return, our organization will participate in the design of this vital form of education to students and families at GMCS. We will also provide practical hands-on support in coordinating lessons and extra-curricular activities as deemed appropriate by GMCS staff and the CSL board. In addition, we are

confident that current relationships between our board members and community engagement coordinator for the school, Brandi Smith, will be useful in establishing and maintaining a healthy, ongoing partnership.

For additional information or questions, please contact Lucille Bertuccio, lbartucc@gmail.com, 812) 331-2726.

Sincerely,

Lucille Bertuccio, CSL Board Member



Re: Request for Proposal for Green Meadows Charter School
Ball State University Office of Charter Schools

To the Proposal Evaluators,

Bloomington Cooperative Services is happy to support Green Meadows Charter School (GMCS) by establishing a partnership for food services. It is our pleasure to enter into a collaborative relationship with GMCS to further the important mission of providing healthful, high quality, and environmentally sound foods at a fair price to the greater Bloomington community.

Bloomington Cooperative Services is a community-owned, cooperative grocery that has been operating successfully in the Bloomington market since 1976. Over those years, Bloomington Cooperative Services has developed a well-respected reputation in Southern Indiana. We opened our second store in 1992 with roughly 400 member owners and our proud to have grown steadily over the last twenty years to more than 10,000 member-owners today. We strive to promote locally grown, organically produced food, sustainable practices, and emphasize community involvement and education. Likewise, GMCS strives to bring about positive change to the community through the pursuit of holistic education, and education for sustainability and social justice. Our core values support each other; highlighting key components such as self-responsibility, care for others and the natural world, social responsibility and honesty, and equality. In fact, three out of seven of the "International Cooperative Principles" (guidelines that all cooperatives agree to operate under) that help to define our values, align with the core beliefs of GMCS, including, 1) Education and Information, 3) Cooperation, and 4) Concern for Community. These three principles reflect the nature of the relationships we seek as an organization, and we are confident that GMCS will follow these principles as well.

In addition to the fact that our overarching goals are similar to GMCS in regard to community education and a commitment to sustainable practices, we are also committed to the ongoing support of projects that build and strengthen our local and regional food system. Therefore, it is our express interest to assist GMCS as their food service provider. Each year, we develop and implement projects that are designed to enhance our business as well as our community. The opportunity to partner with GMCS excites us, helping to elevate our food service operation to a new level by increasing our capacity for educating students about nutrition, food preparation, and the connections from growing food to serving it. GMCS has plans for an Edible Schoolyard along with a long-term goal of Farm to School, two programs we would love to see take root in our community, and be a part of helping to make it happen. These programs educate and promote a more sustainable lifestyle in our area. These processes deliver experiences which foster sustainability for everyone involved. We enter into collaboration with this interest in mind, along with a solid background in food service. With a central production facility (commissary kitchen) and 3 grocery/deli stores as a foundation to our fresh food business, we are confident that we can provide high quality, nutritious breakfast and lunch to the students at GMCS. Our steady and growing financial position gives us the ability to provide sound services and cooperation with school staff. Lastly, we have experience working with national guidelines for student nutrition through management of FoodWorks (our central production facility) and our contracts with the Bloomington Project School.

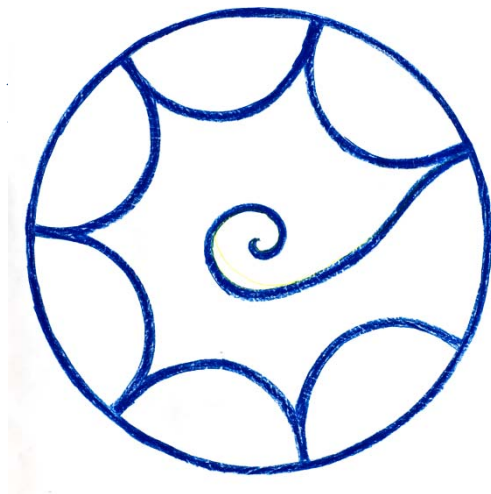
This relationship shows we are committed to providing quality food for our community's growing youth, and brings an important template for recognizing the underpinnings of serving a school population into our relationship with GMCS.

We view a partnership with GMCS as a win-win situation. GMCS receives a quality food service at a fair price, which aligns with their mission and vision to promote environmental sustainability, and we continue to grow our business with the potential for gaining new member-owners via relationships with school families. All of which in the long run, helps to improve the quality of life in our surrounding community.

For additional information, please contact George Huntington, 812) 339-4442 x.103, gm@bloomingfoods.coop.

Respectfully,

George Huntington, General Manager



Kentahten Teacher Training:

Education for a Sustainable Culture

1260 Willow Ave

Louisville, KY 40204

July 21, 2012

Dear Mary,

Kentahten Teacher Training would be happy to provide Waldorf Teacher Training for Green Meadow Charter School's staff. Kentahten has been training public and private school teachers in Waldorf-inspired education since 2005.

Our mission is to inspire and challenge educators to fulfill their calling through training in the cultivation of human capacities. This training integrates the artistic and healing pedagogy of Waldorf education with 21st century educational research, resulting in a more deeply developed understanding of the human being.

After speaking with the board of trustees of Kentahten Institute of Waldorf Instruction, they have agreed that offering the support to Green Meadows Charter School is definitely part of their mission. Furthermore, the instructors of the training have agreed to offer classes in Bloomington in order to facilitate the opening of Green Meadows Charter School in a timely manner.

Please feel free to call me anytime to discuss plans for future training.

Sincerely,

Donna Stottmann

Board President,

Kentathen Institute for Waldorf Instruction



Mother Hubbard's CUPboard

food pantry · community gardens · nutrition education

1010 S. Walnut Street, Suite G Bloomington, IN 47401

Re: Request for Proposal for Green Meadows Charter School
Ball State University Office of Charter Schools

To the Proposal Evaluators,

At Mother Hubbard's Cupboard (MHC), we understand that organizations rely heavily on the local community for support. This is why we look forward to establishing a mutually beneficial relationship with Green Meadows Charter School (GMCS) if they are approved for implementation.

Mother Hubbard's Cupboard works to increase access to healthy food for all through our patron choice food pantry, community gardens and nutrition and garden education programs. Our pantry focuses on whole foods and operates on a patron choice model, allowing clients to shop for their own groceries, trusting them to make choices that meet the nutritional needs of their families and eliminating the waste that often comes with a traditional food pantry model. In addition to food distribution, gardening and nutrition education are central to MHC's mission. We provide these educational opportunities through volunteer and youth gardening programs at our three community gardens, and public class offerings on food preparation and nutrition. We make it possible for patrons to grow, receive, and prepare healthy food.

To maintain our operations, we have an ongoing need for volunteers, both at our community garden spaces and in our food pantry. Over 150 volunteers power our programs on an annual basis, supporting MHC with more than 10,000 hours of service. A volunteer partnership with GMCS would help to meet our volunteer needs while providing the school community opportunity to learn about food justice through practical experience and service in an established community agency. Potential areas for service will be chosen based on timing and the needs of each organization.

We look forward to a fruitful relationship with GMCS. We believe our volunteer opportunities will help the school community fulfill their goal to provide a sound, practical education in sustainability and social justice.

Please direct questions to Amanda@mhcfoodpantry.org

Respectfully,

Amanda Nickey
President & CEO
Mother Hubbard's Cupboard



THE WALDORF-INSPIRED CADRE

July 27, 2012

Dear Ms. Smith,

It is my pleasure to inform you that the Waldorf-inspired Project would be happy to be a community support for Green Meadow Charter School. The Waldorf-inspired Project began in 1995 as a grant-funded program designed to help support public school teachers who desire to implement Waldorf-inspired methods into their classrooms.

The Project brings in outside consultants to offer workshops in Waldorf-inspired curriculum and pedagogy, mentors teachers, and purchases high-quality art supplies for teachers' classrooms. We would be happy to invite your school community to attend any of our workshops and events, free of charge. Each year we publish an events calendar and we will make sure to put you on our mailing list.

Good luck with the school. It is exciting to know that people are doing such positive work in the world for children.

Please do not hesitate to call with any questions or concerns.

Sincerely,

Mary Barr Goral, Director



August 1, 2012

Dear Charter Review Team,

As a founding School Leader of the Bloomington Project School (BPS), I highly recommend that the Ball State University Office of Charter Schools, approve the application for the Green Meadow Charter School (GMCS).

The reality is that there is still a great need for more choices for elementary and middle school students in our proximity. As you know, BPS is the only free choice outside of the traditional public schools within a reasonable distance of our area (~60 minutes). As you also know, BPS has received over 200 more applications than the number of openings that we had available for new students each of the last two years. Over the past two years we have done no marketing to attempt to attract new students into the school. Frankly, it just feels cruel to market to families when their chances of getting in are so very slim.

Our waiting list speaks to the need for an additional choice. It likely speaks to the need for another option led by progressive educators who are looking at students from a holistic perspective. It indicates a likelihood that the Green Meadow Charter School would flourish with a strong enrollment and that even more students would be well served in a free, public school of their family's choosing.

In order to support the successful opening of GMCS, BPS will invite families from our waiting list to an open house for GMCS. We look forward to serving families in an effort to find their best school choice as we are simply unable to welcome the majority of families who apply to attend our school.

Over the past six months, the founding group of GMCS has looked to The Bloomington Project School leadership as a resource in their charter application development. I am confident that you will become aware of the brilliance and passion that they will bring to teaching and learning as you review their application. We look forward to working with GMCS toward their successful implementation and in potential partnerships for years to come.

Please do not hesitate to call or write if you have any questions.

Sincerely Yours,

Catherine Diersing
Bloomington Project School
School Leader



Developing Habits of the Heart, Mind and Voice
Desarrollando hábitos del Corazón, el Intelecto la Voz

July 29, 1202

Dear Application Review Team,

The School Project Foundation was incorporated in 2011 to support the development of new schools that are responsive to the educational crises that is having tragic consequences on millions of students each year.

The *vision* of the School Project Foundation is to provide the supports necessary to create new schools that share our commitments to social justice, educational equity and educating for environmental sustainability.

The *mission* of The School Project Foundation is to provide a rich array of services to support the creation and implementation of new, just, and equitable schools in Indiana, throughout the country, and overseas.

Mary Goral first approached me last summer to introduce me to her work and the work of her colleagues. Mary has extensive knowledge and experience in the history, philosophy and effective implementation of Waldorf-inspired public schools across the country. Mary has been leading the training of cohorts of teachers in Waldorf curriculum, instruction and assessment for the past years. Mary has recently published a book on

I have been working with Mary and her extraordinary founding group for the last eight months. Her team has demonstrated expertise and passion in teaching and learning, child development, community outreach, community service, service learning, physical education, education for environmental sustainability, and parent engagement.

I have no doubt that the Green Meadow Charter School will be able to attract enough students to meet its enrollment goals. The Blooming Project School will invite all of our 200+ students on our active waiting list to a student recruitment meeting at BPS this fall.

Please do not hesitate to call or write if I can be of any further assistance.

Sincerely Yours,



Attachment 9

Qualifications, Resume, and Professional Biography for the Head of School Candidate

MARY BARR GORAL
2517 Country Club Road
Nashville, IN 47448
502-553-0614
kentahtenteachertraining@gmail.com

EDUCATION

Ph.D., Curriculum Studies and Mathematics Education, Indiana University, Bloomington, Indiana. February, 1997. Dissertation: *Transformational Possibilities of Schooling: A Study of Waldorf Education*. Director: Jesse Goodman

Endorsement in Gifted and Talented Education, Indiana University, Bloomington, Indiana, 1989.

M.S., Elementary Education, Indiana University, Bloomington, Indiana, 1985.

B.S., Elementary Education, Indiana University, Bloomington, Indiana, 1981.

PROFESSIONAL EXPERIENCE

Indiana University, Bloomington, IN, Adjunct Professor, 2011 -

Kentahten Teacher Training, Director, Louisville, KY, 2005-

Transformational Teaching, Educational Consultant, 2002 –

Bellarmino University, Louisville, KY, Associate Professor, 2007 – 2010.

Bellarmino University, Louisville, KY, Assistant Professor, 2003-2007.

Mount Mary College, Milwaukee, WI, Instructor & Director Great Lakes Teacher Training, December 2001 – 2004.

Prairie Hill Waldorf School, Pewaukee, WI, 7th and 8th Grade Teacher, 2000 - 2002.

Mount Mary College, Milwaukee, WI, Director of Early Childhood/Elementary/Middle Education, 1999-2001.

Mount Mary College, Milwaukee, WI, Assistant Professor, 1998-2001.

Hanover College, Hanover, IN, Assistant Professor, 1997-1998.

Hanover College, Hanover, IN, Instructor, 1995-1997.

Monroe County Community School Corporation, Bloomington, IN. Elementary School Teacher, 1984-1995.

Indiana University, Bloomington, IN. Associate Instructor, Student Teaching Supervisor, 1994-1995.

Indiana University, Bloomington, IN. Graduate Assistant, Javitz Grant for Rural Gifted Students, 1993-1994.

Indiana University, Bloomington, IN. Associate Instructor, Mathematics and Science Early Field Experience, 1992.

BOOKS PUBLISHED

Goral, M. (2009). *Transformational teaching: Waldorf-inspired methods in the public school*. NY: Steiner Books.

PEER REVIEWED PUBLICATIONS

Goral, M. (2010). Teacher support and revival of twelve case studies in Waldorf-inspired public schools. March 2010. *Encounter: Education for Meaning and Social Justice*.

Goral, M. (2009). From kinesthetic movement to algebraic functions. *Mathematics in the Middle School*. 14(7), 388-391.

Goral, M. (2009). Teaching sustainability through science: One method's class experience and journey. *Community Works Journal*.

Goral, M. & Gilderbloom, P. (2008). You couldn't find this in a store! Using measurement skills to make felt pencil cases. *Australian Primary Mathematics Classroom*. 13(7), 23-27.

Goral, M. & Wiest, L. (2007). An arts based approach to teaching fractions. *Teaching Children Mathematics*, 14(2), 74-80.

Goral, M. (2006). Education for a sustainable future: Creating environments where students can learn. *Democracy & Education*, 16(3), 25-28.

Goral, M., Bucalos, A., Gnadinger, C., & Norris, M. (2006). The courage to teach: Reflections on renewal. *Encounter: Education for Meaning and Social Justice*, 19(2), 45-51.

Goral, M. & Gnadinger, C. (2006). Using storytelling to teach mathematics concepts. *Australian Primary Mathematics Classroom*, 11(1), 4-8.

Goral, M. (2000). A connective pedagogy. *Paths of Learning*, 2 (6), 54-60.

Goral, M. & Chlebo, J. (2000). Where's Waldorf? *Encounter*, 13 (3), 43-52.

Wiest, L. & Sturbaum, M. (1996). Need problem solving ideas? Take a trip! *School, Science, & Mathematics*, 96(4), 187-191.

Sturbaum, M. (1994). From community service to social action: One fourth grade classroom's journey. *Democracy and Education*, 9 (2), 29-30.

BOOKS IN PROCESS

Goral, M. (2010). *Education for a sustainable future: Green schools, school gardens, and authentic teaching*. Manuscript in process. Rudolf Steiner College Press.

Instructional Materials

Adair, D., Anderson, S., Carter, J., Hamilton, W., Nordmann, N., Shiffrin, S., Stuckey, K., Sturbaum, M., Svetcoff, P., Wischler, D., Wischler, M. Wood, R. (1987). *Teachers teaching teachers to implement "Minds-On" elementary science*. Prepared with support from the Indiana Department of Education and the Education for Economic Security Demonstration and Exemplary Programs.

FUNDED GRANTS

Goral, M. (2012). *Waldorf-inspired Project*. Proposal submitted to the Norton Foundation. Amount funded: \$60,000.00

Goral, M. (2011). *Waldorf-inspired Project*. Proposal submitted to the Norton Foundation. Amount funded: \$65,000.00

Goral, M. (2010). *Waldorf-inspired Project*. Proposal submitted to The Norton Foundation. Amount funded: \$60,000.00.

Goral, M. (2009). *Waldorf-inspired Project*. Proposal submitted to The Norton Foundation. Amount funded: \$65,000.00.

Goral, M. (2008). *Waldorf-inspired Project*. Proposal submitted to The Norton Foundation. Amount funded: \$65,946.00.

Goral, M. (2007). *Waldorf-inspired Project*. Proposal submitted to The Norton Foundation. Amount funded: \$59,229.03.

Goral, M. (2006). *Waldorf-inspired Project*. Proposal submitted to The Norton Foundation. Amount funded: \$46,713. 03.

Goral, M. (2005). *JCPS Waldorf-inspired Project*. Proposal submitted to The Norton Foundation. Amount funded: \$39,508.00.

Imes, M. & Goral, M. (2003). *Great Lakes Teacher Training*. Proposal submitted to The Bader Foundation, Milwaukee, WI. Amount funded: \$20,000.00.

Goral, M. (2000). *Faculty Development Project*. Proposal submitted to Mount Mary College. Amount funded: \$2,000.00.

Goral, M. (1999). *Faculty Development Project*. Proposal submitted to Mount Mary College. Amount funded: \$600.00.

Goral, M. (1998). *Scholarship and Travel Grant*. Proposal submitted to Faculty Hanover College. Amount funded: \$500.00

Sturbaum, M. (1997). Faculty International Study Trip. Proposal submitted to Hanover College. Amount funded: \$3,500.00.

PROGRAMS CREATED

Masters of Arts in Education with an Emphasis in Waldorf Education – A Masters Program at Bellarmine University. Created and implemented in 2005.

Kentahten Teacher Training – A Developing Waldorf Teacher Training. Created and implemented in 2005.

Great Lakes Teacher Training – A Waldorf Teacher Training with a Masters from Mount Mary College. Created and implemented in 2002.

PROFESSIONAL PRESENTATIONS

International and National Presentations

Goral, M. (2011). Creating Curriculum for Farm and Garden-Based Education. A presentation made to the FBEBA (Farm-Based Education Based in Anthroposophy) group. Hawthorne Valley, NY: November, 2011.

Goral, M. (2009). Transformational Teaching: Waldorf-inspired Methods in the Public School. A presentation made to the WEA (Wisconsin Education Association) State Convention, Madison, Wisconsin, October, 2009.

Goral, M. (2009). Support and Revival of the Waldorf-inspired Cadre: Ten Case Studies. A presentation made to the American Education Research Association (AERA), San Diego, CA, April, 2009.

Goral, M. (2008). Teaching Environmental Sustainability in Math Class. A presentation made to the WEA (Wisconsin Education Association) State Convention, Madison, Wisconsin, October.

Goral, M. (2008). *Green Schools and Outdoor Classrooms*. A presentation made at the Rouge Forum, Louisville, KY. March.

Goral, M. (2008). *Transformational Teaching: Using Waldorf-Inspired Methods in the Public Schools*. A presentation made to the AERA (American Educational Research Association) pre-session, March.

Goral, M. (2007). *Teaching Science for a Sustainable Future*. A presentation made to the WEA (Wisconsin Education Association) State Convention, Milwaukee, Wisconsin, October.

Goral, M. (2007). *A Waldorf-Inspired Approach to Teaching Mathematics*. A presentation made to the National Council of Teachers of Mathematics (NCTM) national convention. March.

Goral, M. (2007). *Teaching Sustainability Through Science*. Proposal accepted for Hawaii International Conference on Education, Honolulu, Hawaii. January.

Goral, M. (2006). *Creating Environments Where Students Can Learn*. A paper presented at the WEA (Wisconsin Education Association) State Convention, Madison, Wisconsin, October.

Goral, M. (2006). *Reverence and Respect for All*. A presentation made to the WEA State Convention, Madison, Wisconsin, October.

Goral, M. (2005). *Consciousness and Solidarity: One School of Education's Process and Journey*. A paper presented at the IERG (Imagination in Education Research Group) International Conference, Vancouver, British Columbia, July.

Goral, M. (2005). *Current Educational Research Supporting Waldorf Education*. A lecture presented at the Conference on Waldorf in the Public Sector, Rudolf Steiner College, Sacramento, CA, January.

Goral, M. (2003). *Teaching for a Sustainable Future*. A professional clinic presented at the Cardinal Stritch University Conference on Leadership for the 21st Century, Milwaukee, WI, March.

Goral, M. (2000). *Where's Waldorf? Waldorf Education in the Context of School Restructuring and Reform*. A paper presented at the annual meeting of the American Educational Research Association (AERA), New Orleans, April.

Goral, M. & Stacki, S. (2000). *Affective Objectives and the Preservice Teacher*. A paper presented at the annual meeting of the Association of Teacher Educators (ATE), Orlando, FL, February.

Goral, M. (1998). *A Healing Education For All: Waldorf Inspired Pedagogy for Early Childhood and Elementary Preservice Teachers*. A paper presented at the annual meeting of the Journal of Curriculum Theorizing (JCT). Bloomington, IN, October.

Goral, M. (1998). *Mysticism in the Mainstream: A Study of Waldorf Schools in Scandinavia*. A paper presented at the annual meeting of the American Educational Research Association, San Diego, CA, April.

Goral, M. (1997). *Teachers and Teaching in a Waldorf School*. A paper presented at the annual meeting of the Journal of Curriculum Theorizing (JCT). Bloomington, IN, October.

Sturbaum, M. (1996). *Spirituality in Education: Themes of Learning for the 21st Century*. A paper presented at the annual meeting of the Journal of Curriculum Theorizing (JCT). Nashville, TN. October.

Sturbaum, M. (1994). *From Community Service to Social Action: One Fourth Grade Classroom's Journey*. A paper presented at the annual meeting of Democracy and Education. Athens, Ohio. June.

Sturbaum, M., Wiest, L., & Stacki, S. (1993). *Casing Out Case Studies*. A paper presented at the annual meeting of the Journal of Curriculum Theorizing (JCT). Dayton, Ohio. October.

Sturbaum, M. & Stacki, S. (1993). *Morality in the Middle: Teacher's Share Their Views on Roles and Training*. A paper presented at the annual meeting of the Journal of Curriculum Theorizing (JCT). Dayton, Ohio, October.

Sturbaum, M. & Treadway, E. (1993). *Unity and Diversity: A Global Education Workshop for Elementary Teachers*. A paper presented at the annual meeting of the Journal of Curriculum Theorizing (JCT). Dayton, Ohio. October.

Wiest, L. & Sturbaum, M. (1993). *Mathematics Education in Scottish Primary Schools*. A paper presented at the annual meeting of the Journal of Curriculum Theorizing. Dayton, Ohio. October.

Regional and Local Presentations

Goral, M. (2012). Teaching History through Biography. A presentation made for teachers at Meredith Dunn School, Louisville, KY May.

Goral, M. (2010). Introduction to Waldorf Education. A presentation made for teachers in Jefferson County Public Schools, Louisville, KY November.

Goral, M. (2010). Teaching Storytelling. A presentation made to teachers at Meredith Dunn School. Louisville, KY October.

Goral, M. (2010). What is Waldorf Education? A presentation made for Art Administration majors at Indiana University. Bloomington, IN April.

Goral, M. (2010). *Head, Hands, and Heart*. A presentation made for the Bellarmine Center for Teacher Excellence. Louisville, KY. January.

Goral, M. (2009). *Children and Play: Research behind the Practice*. A presentation made to the first annual Children at Play conference, Bernheim Forest, KY, October.

Goral, M. (2009). *Research Supporting Waldorf Education*. A presentation made to parents and teachers at the Waldorf School of Louisville, March.

Goral, M. (2008). *Integrating Waldorf-Inspired Methods*. Presentation made to Byck Elementary School Faculty. October.

Goral, M. (2006). *Waldorf Education: A Vision for the Future*. Lecture presented for Waldorf School of Louisville Fundraising Event. May.

Goral, M. (2005). *Education for a Sustainable Future: Current Research Supporting Waldorf Schools*. A paper presented to Shining Rivers Waldorf School, St. Louis, MO, November.

Goral, M. (2005). *Education for a Sustainable Future: Current Educational Research Supporting Waldorf Education*. A paper presented to Sycamore Springs Waldorf Initiative, Bloomington, IN, June.

Goral, M. (2004). *Waldorf Education in Today's World*. A lecture presented to the parents at Prairie Hill Waldorf School. Pewaukee, WI. March.

Goral, M. (2003). *Challenging our Best and Brightest*. A professional clinic presented to Catholic School Principals. Louisville, KY. September.

Goral, M. (2002). *Waldorf Education in the Public School Setting*. A lecture presented to the Waukesha County Administrative Group. Prairie Hill Waldorf School. Pewaukee, WI. January.

Goral, M. (2001). *Spirituality in Education*. A lecture presented at the Unity Church, Bloomington, IN, June.

Goral, M. (1999). *How to Talk about Waldorf Education*. A professional clinic presented at Prairie Hill Waldorf School, Pewaukee, WI, November.

Goral, M. (1999). *Connective Pedagogy*. A paper presented at the annual meeting of the Midwest Regional Conference on Waldorf Education, Milwaukee, WI, October.

Goral, M. (1998). *An Introduction to Rudolf Steiner and Waldorf Education*. A lecture presented at the Faculty Forum. Hanover College, Hanover, IN. May.

Sturbaum, M. (1995). *A Kinesthetic Approach to Teaching Mathematics*. A lecture presented for Talk and Tea, Indiana University Department of Mathematics Education. Bloomington, IN. November.

Workshop Presentations

Goral, M. & Stottmann, D. (2012). The Extra Lesson, II. A workshop presentation made to the Waldorf-inspired Cadre. Louisville, KY February.

Goral, M. & Stottmann, D. (2010). The Extra Lesson. A workshop presentation made to the Waldorf-inspired Cadre. Louisville, KY. February.

Goral, M. (2010). Using the Arts to Teach Mathematics II. A presentation made to the faculty at Meredith Dunn School. Louisville, KY. January.

Goral, M. (2009). Using the Arts to Teach Mathematics. A presentation made to the faculty at Meredith Dunn School. Louisville, KY. October.

Goral, M. (2009). Teaching Math Through the Arts. A presentation made to the faculty at Klondike Elementary. Louisville, KY. July.

Goral, M. (2007). *Using Waldorf-Inspired Approaches to Teach Mathematics*. A workshop presented for the faculty at Heritage Elementary, Shelbyville, KY. November.

Goral, M. (2007). *Best Practices for Teaching Mathematics*. A workshop presented for the faculty of Dunn Elementary School, Louisville, KY. July.

Goral, M. (2006). *Teaching Mathematics Using Multiple Intelligences and Best Practice: A Waldorf Inspired Approach..* A workshop presented to the faculty at Dann C. Byck Elementary School. Louisville, KY. August.

Goral, M. (2005). *Teaching for All Learners: Using Movement, Music, and Story to Teach Mathematics and Science*. A workshop presented to the faculty at Shining Rivers Waldorf School. St. Louis, MO. November.

Goral, M., O’Laughlin, K., & Ruud, M. (2005). *Weaving Movement and the Arts into the Core Content*. A workshop presented to the JCPS Waldorf Inspired Cadre and friends. Louisville, KY. September.

Goral, M. (2005). *Education for a Sustainable Future: Thriving and Surviving in the 21st Century*. A workshop presented at the AWSNA (Association of Waldorf Schools of North America) Southwest Regional Teachers’ Conference. Boulder, CO. February.

Goral, M. & O’Laughlin, K. (2004). *Growth of Culture and Freedom in the United States: An African American Journey*. A workshop presented to the Waldorf

Inspired Cadre. Louisville, KY. November.

Goral, M. (2004). *Weaving Literacy into the Social Studies*. A workshop presented to the JCPS Waldorf Inspired Cadre. Louisville, KY. September.

Goral, M., & Pullen, M.. (2004). *Teaching to Today's Learners*. A week-long workshop presented to the faculty of Kentucky Country Day School. Louisville, KY. June.

Goral, M. & Pullen, M. (2004). *Transformational Teaching: Integrating the Arts into the Academic Subjects*. A week-long workshops presented to the JCPS Waldorf Inspired Cadre. Louisville, KY. June.

Goral, M. (2004). *Making Meaning through the Creation of Image*. A workshop presented to the JCPS Waldorf Inspired Cadre. Otter Creek State Park, KY. March 5.

Goral, M. (2004). *Teaching Mathematics Through Literature and the Arts II*. A workshop presented to the JCPS Waldorf Inspired Cadre. Louisville, KY. January.

Goral, M. (2003). *Teaching Mathematics Through Literature and the Arts I*. A workshop presented to the JCPS Waldorf Inspired Cadre. Louisville, KY. October.

Goral, M. (2003). *The Art of Ritual*. A workshop presented to the faculty of Milwaukee's Expeditionary Learning Charter School. August.

Goral, M. (2003). *Transformational Teaching: Using Storytelling, Movement, and Music to Engage Learners*. A week-long workshop presented to public and private school teachers in Louisville, KY. June.

Goral, M. (2003). *Life Enhancement for Teachers*. A workshop presented to public and private school teachers at the Ommani Center, Pewaukee, WI, January.

Goral, M. (2002). *Life Enhancement for Teachers*. A workshop presented to public and private school teachers at the Ommani Center, Pewaukee, WI. March.

Goral, M. (2000). *The Art of Waldorf Education*. A workshop presented to the faculty at The Arts Academy. Robinsdale, MN. June.

Goral, M. (2000). *Problem/Project Based Learning*. A workshop presented to the faculty at Cornerstone Achievement Academy, Milwaukee, WI. May.

Goral, M. (1999) *Connecting Waldorf Education to Current Reform and Restructuring Efforts*. A lecture presented to parents at Prairie Hill Waldorf School, Pewaukee, WI. May.

Goral, M. (1999) *Teaching Mathematics Through Story, Movement and Music*. A

workshop presented for the faculty of St. Paul Catholic School, Genesee Depot, WI. March.

Goral, M. (1997). *Research Topics in Waldorf Education*. A lecture presented to the faculty of the Rudolf Steiner School of Ann Arbor. Ann Arbor, MI. November.

Sturbaum, M. (1992). *Learning Styles and Brain Theory*. A workshop presented for Valparaiso Public Schools, Valparaiso, IN. October.

Sturbaum, M. (1992). *Learning Styles and Brain Theory*. A workshop presented for Plainfield Public Schools, Plainfield, IN. August.

Sturbaum, M. (1992). *Integrating Music into the Curriculum*. A workshop presented for Monroe County Community School Corporation, Bloomington, IN. May.

Sturbaum, M. (1990). *Mathematics Enrichment for Elementary Teachers*. A workshop presented for Monroe County Community School Corporation, Bloomington, IN. April.

Sturbaum, M. (1986). *Hands on Science for Elementary Teachers*. A series of workshops presented for Monroe County Community School Corporation, Bloomington, IN. Fall.

PROFESSIONAL MEMBERSHIPS

Member, National Council of Teachers of Mathematics. 1994-2010.

Member, National Science Teachers Association, 2009 – 2010.

Member, Association for Supervision and Curriculum Development. 1994- 1996.

Member, American Educational Research Association. 1996- 2010

Member of the Rudolf Steiner College Board of Trustees. July 2008 – 2011.

SERVICE

Professional

Board of Trustees Member for the Rudolf Steiner College, Fair Oaks, CA. 2008-2011.

Planning Committee Member for Pre-AERA Session, Waldorf education in the public school setting, 2008-2009.

St. Francis of Goshen Gardening Group, 2008-2009.

Steering Committee Member for the Waldorf Inspired Magnet Program at Dann C. Byck Elementary, Louisville, KY. 2006 – 2010.

Textbook Review: Kennedy, L., Tipps, S. & Johnson, A. (2006). *Guiding Children's Learning of Mathematics*, 11th, ed. Belmont, CA: Thomson & Wadsworth.

Articles Reviewed – *Teaching Children Mathematics*, 2006 - 2010.

Articles Reviewed – *Mathematics in the Middle School*, 2008 – 2010.

American Educational Research Association (AERA) - Wholistic Education Special Interest Group. Co-President, 2000-2001

American Educational Research Association (AERA) - Wholistic Education Special Interest Group. Treasurer, 1998-2000

Board Member – Prairie Hill Waldorf School, Pewaukee, WI, 2000-2001.

University Committees: Bellarmine University

Faculty Development Committee Member, 2009 – 2010

Bellarmino Farm Committee Member, 2009 - 2010

Thomas Merton Committee Member, 2008-2010

Wyatt Scholarship Committee Member, 2010

Graduate Educational Affairs, Committee Chair, 2007-2008

Faculty Council, 2007-2009

Faculty Council Coordinating Committee, 2007-2008

Wyatt Scholarship Committee, Committee Chair, 2007 – 2009

School of Education Search Committee, Committee Chair, 2007

Faculty Affairs Subcommittee, Chapter 7, 2003-2007.

School of Education NCATE Committees, 2003 – 2006

School of Education Scholarship and Collegiality Committee Chair, 2004-2006

Teacher Education Advisory Board, 2003 – 2010

Faculty Search Committee, 2005

Faculty Council, 2004-2005

Wyatt Scholarship Committee, 2004-2006

Freshman Focus Instructor. 2004-2007

University Committees: Mount Mary College

Faculty Senate Secretary, 1999-2000

Teacher Education Advisory Board, 1998 – 2000

Faculty Search Committees, 1998 - 2000

University Committees: Hanover College

Teacher Education Subcommittee, 1995 – 1998

Merit Scholarship Committee, 1996 – 1998

Faculty Search Committees, 1996-1998

REFERENCES

Available upon request

BIOGRAPHY

Mary Barr Goral, Ph.D. Dr. Goral began her career in education over 30 years ago. After teaching in the public schools in Bloomington, IN for 11 years, she received both her masters and doctorate in curriculum studies and math education from Indiana University. Dr. Goral has taught in higher education for 15 years and is currently an educational consultant. She directs Kentahten Teacher Training, a Waldorf educational training in Louisville, KY and also oversees the Waldorf-inspired Project, a grant-funded program that supports public school teachers in the Louisville area who use Waldorf-inspired methods in their classrooms. From 2008 – 2011, Dr. Goral served on the board of trustees of the Rudolf Steiner College in Fair Oaks, CA. “Transformational Teaching: Waldorf-inspired Methods in the Public School”, Dr. Goral’s recently published book, tells the story of the teachers in Louisville who use methods inspired by Waldorf education with their public school students.

Qualifications

- Building representative for MCCSC’s teachers’ union
- Treasurer of MCCSC’s teachers’ union
- Director of IUs Gifted and Talented Summer Camp
- Faculty secretary for Mount Mary College
- Director of Early Childhood/Elementary Program, Mount Mary College
- Co-creator and director of Great Lakes Teacher Training (Waldorf Teacher Training in Milwaukee WI)
- Creator and director of Kentahten Teacher Training (Waldorf Teacher Training in Louisville, KY)
- Faculty Council representative for Bellarmine University, Louisville, KY
- Creator and director of the masters with an emphasis in Waldorf education, Bellarmine University, Louisville, KY
- Director of the Waldorf-inspired Cadre (a group of public schools teachers in Louisville, KY who use Waldorf –inspired methods in their classroom)
- Board of Trustees member at Rudolf Steiner College
- Founding member of TTRCS
- Educational consultant at Meredith Dunn School, a private school for children with special needs located in Louisville, KY
- Educational consultant for Blue Oak Charter School, a Waldorf-inspired charter school in Chico, CA

Attachment 10
Qualifications, Resumes, and Professional Biographies for GMCS
Leadership/Management Team

Brandi L. Smith

1314 E. Fairwood Drive

Bloomington, IN 47408

blsmith2@indiana.edu

(812) 272-6358

WORK EXPERIENCE

Internship in Human Development and Family Studies, Indiana University, Spring Semester 2012

Circles Initiative, South Central Community Action Program, Bloomington, IN

- Youth Community Coordinator; oversee children's programming
- Design personal and family food resources for individuals and families living in poverty
- Case management support

Essential Balance, Bloomington, IN, May 2002- October 2011

Certified Massage Therapist

- Part time massage therapist practicing in-home therapy
- Small business duties such as maintaining accounting records, marketing, and clinical massage treatment

Hoosier Hills Food Bank Garden and Gleaning Program, September 2010- August 2011

Program Assistant

- Volunteer Recruitment and donation solicitation
- Public Speaking to promote program within Bloomington community
- Garden maintenance

Nature's Crossroads Earth Friendly Seeds, January-April 2011

Freelance Curriculum Design

- Designed "Pioneer Gardens" curriculum unit for school seed sale fundraiser
- Presentation of fundraiser in school classrooms

Work at Home Mother and Mini-Farmer, July 2000- October 2010

Four Fawns Hill, Bloomington, IN

- Maintain household according to holistic and sustainable principles

- Renovated 1.5 acres forest land into mini farm to supply our family's produce and eggs
- Homeschooled eldest child for two years while participating in a cooperative group that grew out of Sycamore Spring Waldorf School (see below)
- Organized Practical Waldorf At Home, a parenting and homeschooling workshop, on behalf of workshop facilitator, Donna Simmons of Christopherus Homeschooling Resources

John Waldron Arts Center, Bloomington, IN, 1997-2001

Ceramics Teacher for Adults and Children

- Taught adult and children fundamental skills in ceramics
- Designed projects for individuals and coordinated class curriculum

Tina's Catering and Cuisine, Bloomington, IN, 1999-2000

Baker and Cook

- Commercial kitchen food preparation

Hamilton Southeastern Schools, Fishers, IN, January 1999- June 1999

English as a Second Language Assistant

- Worked with high school students individually and in classroom to develop English skills

Indiana University, Fundamentals of Three Dimensional Design, January 1998- May 1998

Teaching Assistant

- Shadowed Professor Georgia Strange, teaching college level art course for undergraduates

VOLUNTEER EXPERIENCE

Green Meadows Charter School Founders Group, April 2012- Present

Founders Group Member

- Co-write proposal applications
- Parent and community engagement and outreach
- Education for sustainability curriculum design

Bloomington Food Policy Council, January 2010- May 2012

Education Working Group Co-Chair

- Manage agendas, run group meetings
- Organize educational events and projects on behalf of council at large

Bloomington Winter Farmers Market, Bloomington, IN, March 2008 to December 2009

Consumer Advisory Council Member

- Steer and promote the Winter Market via monthly council meetings
- Participation in writing grant application for USDA Farmers Market Promotion Program, taking customer surveys, and workshop panels

Sycamore Spring Waldorf School, Bloomington, IN, September 2003- May 2006

Founding Family and Council Member

- 1 of 5 founding families that ran a cooperative Waldorf Preschool
- Volunteer position included service on administrative parent council for 3 years
- Organized fundraising events such as creating, making and selling goods annually for Holiday Market, and a May Day Festival

Free Lance Workshop Facilitator and Coordinator

- *Eating Healthy on a Budget, and Pantry Primer*; a food choice series presented at Mother Hubbard's Cupboard, October 2010
- *Healthier Eating*, food education class presented at St. Mark's Nursery School, October 2009
- *Practical Waldorf At Home*, coordinated workshop facilitated by Donna Simmons of Christopherus Homeschool Resources, August 2006
- *Body Awareness Movement*, series of classes at Associates of Integrative Health, Fall 2002
- *Birth Art*; art class geared to help postpartum mothers with self-expression about birth experiences, Spring 2001

Formal Education

M.S. in Applied Health Science, Human Development and Family Studies, August 2012

Indiana University, Bloomington, IN

- Specialized in systems theory and sustainable program design for personal, family, and community health promotion

500 hours Massage Therapy training, May 2002, Associates of Integrative Health, Bloomington, IN

B.A. Spanish and Studio Art, December 1998, Indiana University, Bloomington, IN

Informal Education

- Polarity Therapy, 250 contact hours training with Donna Cooney, RPP, NCTMB, 2004
- Grow Organic Educator Series graduate, City of Bloomington People's University, 2007

Affiliations, Awards, and Activities

- Member of the National Council on Family Relations
- Member of Local Growers Guild, Bloomington, IN
- Member of the Weston A. Price Foundation
- Founders Day Scholar, Indiana University, consecutive fall and spring semesters 1995-1998
- Graduated Cum Laude, honors in Spanish, Indiana University, 1998
- Sustainable Home Economist

References

Available upon request

Brandi Smith, M.S. Brandi has worked in education in various capacities for 20 years. Her love for education was sparked with early childhood summer camps and art classes. After earning a bachelor's degree in Spanish, Brandi taught ESL at Hamilton Southeastern High School in Fishers, IN and ceramics to children and adult groups at the John Waldron Arts Center in Bloomington, IN. Brandi shifted her focus in the early 2002 when she opened a small massage therapy business while raising a young family, homeschooling, and designing a sustainable mini-farm. In addition, she volunteered for numerous local organizations, including as a founding member of Sycamore Spring Waldorf School, a Waldorf preschool which operated from 2002-2006. Other organizations include The Bloomington Winter Farmers Market, and The Bloomington Food Policy Council; each position fulfilled the mission of promoting sustainable and holistic lifestyles in the community. This combined work led her to pursue her dream of studying education for sustainability and its effects on individual, family, and school contexts. Brandi is wrapping up a Masters of Science in Human Development and Family Studies at Indiana University in August 2012, where she is focusing on systems theory grounded approaches to program design for family and school sustainability.

Brandi Smith - Qualifications

Education Experience- varied across age groups and venues

Taught preschool age summer camps and art classes

Assistant teacher for undergraduate art class

Taught ESL at high school level

Taught adult community art classes

Freelance nutrition workshops for Mother Hubbard's Cupboard and St. Mark's Preschool

Administrative/Business

Self-employed massage therapist from 2002-2010

Sycamore Spring School Parent Council, 2002-2006; coordinate events, consensus governing of preschool community

Served on Bloomington Winter Farmers Market Advisory Council for 2 years; survey implementation, grant application

Served on Bloomington Food Policy Council for 1 year; event coordination, website design in conjunction with IT consultants

Garden program assistant at Hoosier Hills Food Bank; volunteer recruitment, donation solicitation

Masters level grant writing course at Indiana University

Youth Program Coordinator for Circles of Monroe County, Intern position, Spring 2012; “principal” style duties of overseeing and coordinating youth programming serving approximately 30 children from impoverished families

Farm/garden/Food Service

Cleared, started, and ran a produce and eggs mini farm on half-acre of forest land

Grow Organic Educators Series graduate, Fall 2007

Currently building permaculture-style gardens (vegetables, rain catchment system, chickens) on suburban half-acre

Garden Program assistant at Hoosier Hills Food Bank; assist operation and maintenance of 1 acre garden

Commercial kitchen experience

Home food preservation experience

Family/Community Engagement

A Bloomington resident since 1994, Brandi is familiar with organizations and community networks through volunteer experience, participation in community institutes, and various social networking opportunities. Some connections include the Center for Sustainable Living, Mother Hubbard’s Cupboard, IU Service Learning Program, Local Growers Guild, Bloomington Food Policy Council, Hoosier Hills Food Bank, Indiana University Department of Human Development and Family Studies, and Circles of Monroe County, among others.

Sycamore Spring School Parent Council, 2002-2006; event coordinating, consensus governing of preschool community

Mother and homeschool educator maintaining sustainable lifestyle

Youth Program Coordinator, Circles of Monroe County; case management duties with families whose children participated in youth programming

Recent graduate in Human Development and Family Studies, M.S Applied Health Science, Indiana University; area of study focused on sustainability in family, school, and community contexts

Daniel Baron

5011 Limberlost Lane • Bloomington, IN 47408 • (812) 339-5008

Directorship/Fellowship

Presently	Executive Director of the School Project Foundation, <i>Bloomington, IN</i>
2008-Present	Co-School Leader of the Bloomington Project School, <i>Bloomington, IN</i>
2006-2008 <i>IN</i>	The Senior Fellow of the National School Reform Faculty, <i>Bloomington, IN</i>
2000-2006	Co-Director of the National School Reform Faculty, <i>Bloomington, IN</i>
1992-2000 <i>Bloomington, IN</i>	Director of Outreach Services, Harmony School Education Center,
1995-2000 <i>Bloomington, IN</i>	Director of the Schoolwide Intensive Partnership Program,
1995 -2000 <i>Bloomington, IN</i>	Director of the Indiana Title 1 Capacity Building Program,
1994-1995 <i>Bloomington, IN</i>	Director of the Indiana State School Transformation Project,
1993-1994 <i>Bloomington, IN</i>	Director of the Indiana Total Learning Communities Network,

Consultant

Currently	District Transformation Consultant, <i>Burlington, VT</i>
2007-2010	District Transformation Coach MSD Decatur Township, <i>Indianapolis, IN</i>
2001-2006	Lead Consultant, New Excellent Small Schools of Indianapolis Initiative, University of Indianapolis, <i>Indianapolis, IN</i>
2000-2006	Lead Consultant, Small Schools Coaches Collaborative (Bill and Melinda Gates Foundation), <i>Seattle, WA</i>
1999-2005	Lead Consultant, Lucent Technologies Foundation, Collaborative Learning Communities Project, <i>Murray Hill, NJ</i>
1998-2000	Lead Consultant for Professional Development, Atlas Learning Communities, <i>Newton, MA</i>
1997 <i>PA</i>	Lead Consultant Atlas Communities Summer Institute, <i>Philadelphia, PA</i>

1996-2000 <i>IN</i>	Lead consultant to South Bend Peer Coaching Initiation, <i>South Bend, IN</i>
1996	Consultant and Keynote Speaker for the Rhode Island Breaking Ranks Initiative, <i>Providence, RI</i>
1995-96	Consultant to Panasonic Education Foundation, <i>Secausus, NJ</i>
1995-2000 <i>Rye, NY</i>	Lead Consultant to the CVS Corporation Innovative Grants Project, <i>Rye, NY</i>
1994-1998	Lead Consultant to the Davis Foundation, <i>Springfield, MA</i>
1994-2000	Lead Consultant to The Philanthropic Initiative, <i>Boston, MA</i>
1976-1980	Consultant in Evaluation to the Indian and Migrant Program Division of the Department of Health, Education and Welfare, <i>Washington, DC</i>

Educator

1977-1994 <i>Bloomington, IN</i>	Lead Teacher/Curriculum Coordinator, Harmony School, <i>Bloomington, IN</i>
1977-1978	Associate Instructor, Indiana University, <i>Bloomington, IN</i>
1976-1977	Associate Instructor appointment at Indiana University, <i>Bloomington, IN</i>
1973-1976 <i>Philadelphia, MS</i>	Education Specialist for the Mississippi Bank of Choctaw Indians, <i>Philadelphia, MS</i>

Awards

1993 Research	Award of Excellence for Action Research, The Institute for Educational Research
1990	Excellence in Teaching Award, Kappa Delta Phi

Education

May 1989	Specialist in Education, Curriculum Major, Indiana University
June 1976 Education	M.S., Curriculum and Child Development, Bank Street College of Education
June 1973 Graduated cum laude	B.S., Double Major: Philosophy and Religion, Bowdoin College, <i>Bowdoin, ME</i>

Publications:

Principal Leadership, A Publication of The National Association of Secondary School Principals; Monthly column titled The Instructional Leader. Sept 2006-2008.

Baron, D. (2005). Critical Friends, Core Values: Empowering Educators to Achieve Excellence. Educational Horizons, 17-28, Pi Lambda Theta.

Goodman, J., Baron, D., & Myers, C. (2005). Constructing a democratic foundation for school-based reform: The local politics of school autonomy and internal governance. In F. English (Ed.), Handbook of Educational Leadership. New York: Sage Press.

Goodman, J., Baron, D., & Myers, C. (2001). Talking back to the neo-liberal agenda from the ground floor: School-based reform discourses in difficult times. International Journal of Educology, 12-15 (1), 1-38.

Goodman, J., Baron, D., & Myers, C. (2001). Bringing democracy to the occupational life of educators: Constructing a foundation for school-based reform. International Journal of Educational Leadership, 4 (1), 57-86.

Goodman, J., Baron, D. & Myers, C. (1999). The local politics of educational reform: Issues of school autonomy. Research for Educational Reform, 4 (2), 22-49.

Goodman, J., Baron, D. (1994). Towards a comprehensive understanding of service education: Reflections from an exploratory action research project. Research in Middle Level Education, 18 (1), 39-63.

Baron, D. (Sept. 1980). Photographs featured in Audobon; *"The Magazine of the National Audobon Society"* Volume 82, No. 5

Baron, D. (1979). *"A Case Study of Praxis"* The Journal of Curriculum Theorizing, 1:2 Center for the Study of Curriculum and Teaching, Graduate School of Education and Human Development, The University of Rochester, Rochester, N.Y.

Baron, D. (1977). *"Decision Making Revisited"* Viewpoints: Curriculum and Contemporary Social Influences, Bulletin of the School of Education, Indiana University, Vol. 53, No. 6.

Elected and Appointed Offices

1994-2000 Member of the Indiana Department of Education Relearning Faculty, *Indianapolis, IN*

1991-1994 President, Community Service Council, *Monroe County, IN*

1991-1992 Member of Strategic Planning Team of the Partners in Education, *Monroe County, IN*

1989-1993 Member and Spokesperson - Monroe County Community School Corporation Restructuring Task Force, *Monroe County, IN*

1986-1989 Chairperson of the Future of Our Youth Public Forum Program, *Monroe County, IN*

1984-1993 Board Member of the State Juvenile Justice Task Force, *Indianapolis, IN*

1983-1993 Vice President, Youth Service Bureau Board of Directors appointed by the County Commissioners, *Monroe County, IN*

Daniel Baron is School Leader in addition to founder of The Bloomington Project School. Daniel has spent more than 37 years working in public, private and Native American education, and pre-K through college, as a teacher, coach, and whole school change facilitator and curriculum developer. He is a founder of the Harmony Education Center in Bloomington, Indiana. Currently, Daniel is the Founding School Leader of the Bloomington Project School and the Executive Director of The School Project Foundation. For the last 15 years, Daniel's work has focused on providing exemplary professional development to school districts and equity-based projects across the country, including partnerships with Indiana University and the University of Indianapolis, the Small Schools Coaching Collaborative, the Coalition of Essential Schools, the Rural Schools and Community Trust, and ATLAS Learning Communities. Daniel served as the co-director of the National School Reform Faculty for 6 years. Daniel wrote a monthly column, "The Instructional Leader" for National Association of Secondary School Principals' journal, *Principal Leadership* for two years.

Daniel Baron – qualifications

- Experience in school leadership
- Extensive experience leading and facilitating professional development for teachers
- Experience and skills necessary to manage the day-to-day budget of a small, autonomous school
- Extensive experience in creating a Professional Learning Community focused on equity for all students
- Experience with facilitating Critical Friends Groups
- Extensive experience in data-driven decision making
- A passion for eliminating the predictive value of race, class, gender, language, special abilities, and sexual orientation on success in school and life
- Extensive experience in authentic engagement of community in support of a school's mission
- Extensive experience with project-based curriculum, integrated instruction, and service learning, including design, implementation, and evaluation
- Experience engaging families as the first and most important teacher in children's lives
- Experience in finding ways to support creativity and innovation and removing obstacles that threaten progressive and innovative methods, pedagogy, and instruction

Natalie R. Sturbaum

441 E. Cardinal Glen Drive, Bloomington, IN 47401 812-746-8782 natpets@yahoo.com

Experience

Case Manager

Dec 2007-present IPMG Bloomington, IN

- Create and monitor budgets for each consumer services
- Develop, write, and monitor Individual Support Plans
- Facilitate team meetings and problem solve for creative solutions

Director of Supported Living

June 2005- April 2007 ResCare Evansville, IN

- Supervise over 350 direct care staff and team managers
- Create schedules based on service budgets for over 150 consumer homes
- Monitor the healthcare and supports provided to over 150 consumers

Office Manager

September 2004-May 2005 Rogers Jewelers Evansville, IN

- Create schedules for employees
- Complete all purchase orders
- Manage inventory counts
- Complete end of day sales reports

Case Manager

April 2004-September 2004 Southwestern IN Mental Health Center
Evansville, IN

- Develop and monitor treatment plans for those with severe mental illnesses
- Pay bills for all individuals on caseloads and balance their bank accounts
- Ensure all individuals were attending physician appointments, following recommendations, and taking the prescribed medications.

Education

Argosy University Franklin, TN

August 2005-October 2006

- Working towards a Masters in Counseling

University of Southern Indiana Evansville, IN

August 1999-May 2003

- Obtained a Bachelor of Arts in Psychology, Minor in Political Science

BIOGRAPHY

Natalie Sturbaum graduated from The University of Southern Indiana in 2003 with a Bachelor of Arts in Psychology. Natalie began working as a Case Manager for individuals with serious mental illness and then moved up to the Director of Supported Living at a large provider agency in Evansville, IN, for individuals with both developmental disabilities and mental illness. Natalie then became a Case Manager with Indiana Professional Management Group in December 2007. As a Case Manager with IPMG, Natalie is responsible for developing annual plans as well as annual budgets for consumer services, and overseeing and managing over 54 teams to ensure adequate services are being rendered to those consumers. Natalie also spent summers volunteering as a counselor with Spring Mill Bible Camp for 13 consecutive years.

QUALIFICATIONS

- Undergraduate degree in Psychology
- Strong communication skills
- Ability to adjust communication tactics to effectively communicate and establish rapport with a variety of client personalities
- Ability to effectively facilitate group meetings and discussions by keeping conversation flow in scope, soliciting engagement and ensuring pertinent information is understood
- Ability to communicate with students and parents
- Ability to understand and utilize clinical language and terms in conversation and written documentation
- Ability to remain professionally detached when engaging emotionally escalated clients by remaining calm and perceiving client statements or behavior as ‘personal’
- Creative problem solving abilities sufficient to navigate unique situations, dynamics, and logistics
- Ability to engage clients, encourage positive peer interactions and healthy socialization
- Ability to redirect inappropriate behaviors
- Ability to seek positive resolution to client conflicts and difficulties using professional behavioral health tactics and training

- Be available for and participate in ongoing trainings
- Document client progress and capture accurate claims information in a concise, professional, and accurate manner

VITAE

Theresa A. Ochoa, Ph.D.
tochoa@indiana.edu
Phone: 812. 856.8135

School of Education
W.W. Wright Education Building Room 3268
201 North Rose Avenue
Bloomington, IN 47405-1006

EDUCATION

Ph. D. in Special Education 1999

University of California Santa Barbara

BA in Psychology 1993

University of California Santa Barbara

ACADEMIC APPOINTMENTS

Visiting Scholar Leiden University, Netherlands Spring 2008

Visiting Scholar University of California Santa Barbara Fall 2006

Associate Professor Indiana University 2006-Present

Assistant Professor Indiana University 2000-2006

Assistant Professor University of Wisconsin Whitewater 1999-2000

RELATED PROFESSIONAL EXPERIENCE

Multimedia Developer & Researcher 1997-1999

CASELINK Project University of California Santa Barbara

K-8 Resource Specialist & Testing Director 1997-1999

Crane School, Santa Barbara, CA

K-6 Elementary School Instructor 1994-1997

Students with English Language Limitations and at-risk for academic failure

Brandon Elementary School, Santa Barbara, CA

Child and Adult Behavior Specialist 1991-1994

Holdsambeck & Associates, Santa Barbara, CA

UNIVERSITY TEACHING EXPERIENCE

K205: Introduction to Exceptional Learners, undergraduate

K305: Teaching the Exceptional Learner in the Elementary School, undergraduate

K343: Education of the Socially and Emotionally Disturbed, undergraduate

K361: Assistive Technology for Elementary School Students, undergraduate

K520: Survey of Behavioral Disorders, graduate

K505: Introduction to Special Education, graduate

K780: Emotional and Behavioral Disorders Topical Seminar, doctoral

K780: Paradigms & Policy in Special Education in the United States

DISSERTATION COMMITTEES

Tiffany Otero, Educational Psychology (Minor Advisor)	2011-Present
Maryellen McClain, Educational Psychology (Minor Advisor)	2011 – Present
Nantanoot Suwannawut, Information Science (Minor Advisor)	2009-Present
Barbara Bari, Special Education (Program Chair)	2009-Present
Lawrence Ruich, Special Education (Program Chair)	2008-2012
Jesse Rome-Stephens, Special Education (Member)	2008-Present
Robin Adair Johnson, Art Education (Member)	2007-2011
Holli Gottschall, Instructional Technology Systems (Member)	2004 – 2006
Herb Fiester, Instructional Technology Systems (Member)	2004 2010
Mary Kelly, Special Education (Program Chair)	2002 – 2008

PUBLICATIONS
(in chronological order)

Ochoa, T. A. & Vaouli, P. (in press). Should Educators Have More Training in the Identification and Treatment of Internalizing Maladaptive Disorders? In Eckes, S. & C. J. Russo (Ed.), *Encyclopedia of Education Law*. Thousand Oaks, California: Sage Publications.

Ochoa, T. A. & Rogers-Adkinson, D. (in press). Are Positive Behavioral Interventions and Supports Effective at Reducing Misbehavior in Students with Behavior Disorders? In Eckes, S. & C. J. Russo (Ed.), *Encyclopedia of Education Law*. Thousand Oaks, California: Sage Publications.

Rogers-Adkinson, D. L., Ochoa, T.A., Weiss, S. L. (2012). English language learners and emotional behavioral disorders. In Jeffrey P. Bakken, Festus E. Obiakor, Anthony F. Rotatori (eds.) *Behavioral Disorders: Identification, Assessment, and Instruction of Students with EBD (Advances in Special Education, Volume 22)*, Emerald Group Publishing Limited, pp.151-171

Tan, P., Vaouli, P., & Ochoa, T.A. (fall 2011). Emotional and behavioral disorders: Promoting prevention and positive interventions in school settings. Center for Evaluation and Education Policy, Indiana University, 9(5), 1-12.

Ochoa, T.A. (2011). Bilingual special education. In C.J. Ovando, & M.C. Combs (Eds.), *Bilingual and ESL classrooms* (5th ed., pp. 367-395). Boston: McGraw Hill.

Ochoa, T.A., & Rome, J. (2009). Considerations for arrests and interrogations of suspects with hearing, cognitive, and behavioral disorders. *Law Enforcement Executive Forum*, 9(5), 127-134.

Strijbos, J., Ochoa, T.A., Sluijsmans, D.M.A, Segers, M.S.R, & Tillema, H.H. (2009). Fostering interactivity through formative peer assessment in web-based collaborative learning environments. In Constantinos Mourlas, Nikos Tsiamos, & Panagiotis Germanakos, *Cognitive and Emotional Processes in Web-based Education: Integrating Human Factors and Personalization*.

Ochoa, T.A. (2008). Assistive Technology; Individualized Education Program; Manifestation Determination. In C. J. Russo (Ed.), *Encyclopedia of Education Law*. Thousand Oaks, California: Sage Publications.

Ochoa, T.A. (2006). A special kind of diversity: Students with disabilities in higher education. In G. Brown & M. Howard-Hamilton (Eds.), *Unleashing suppressed voices on college campuses: Diversity issues in higher education and student affairs* (pp. 191-197). New York: Peter Lang Publishing USA.

Ochoa, T.A., & Leafstedt, J.M. (2006). Computer-supported problem-based learning for the preparation of teachers of students with disabilities. In M. Girod & J. Steed (Eds.), *Special series on technology in the college classroom* (pp. 129-149). New Forum Press.

Ochoa, T.A. (2005). Bilingual special education. In C.J. Ovando, M.C. Combs, & V.P. Collier (Eds.), *Bilingual and ESL classrooms* (4th ed., pp. 358-384). Boston: McGraw Hill.

Ochoa, T.A., & Eckes, S. (2005). Urban youth in correctional facilities: Segregation based on disability and race. *Education and Urban Society*, 38(1), 21-34.

Eckes, S., & Ochoa, T.A. (2005). Students with disabilities: Transitioning from high school to higher education. *Journal of American Secondary Education*, 33(3), 6-20.

Ochoa, T.A., & Robinson, J. (2005). Revisiting group consensus: Collaborative learning dynamics during a problem-based learning activity in education. *Teacher Education and Special Education*, 28(1), 10-20.

Ochoa, T.A., Kelly, M.L., Stuart, S., & Rogers-Adkinson, D. (2004). The impact of PBL technology on

the preparation of teachers of English language learners. *Journal of Special Education Technology*, 19(3), 35-45.

Ochoa, T.A., Gottschall, H., & Stuart S. (2004). Group participation and satisfaction: Results from a PBL computer-supported module. *Journal of Educational Multimedia and Hypermedia*, 13(1), 73-91.

Ochoa, T.A. (2003). Bilingual special education. In C.J. Ovando, V.P. Collier, & M.C. Combs (Eds.) *Bilingual and ESL Classrooms* (3rd ed., pp. 358-378). Boston: McGraw Hill.

Polsgrove, L., & Ochoa, T.A. (2003). Trends and issues in behavioral interventions. In A.M. Sorrells, H.J. Rieth, & P.T. Sindelar (Eds.), *Critical issues in special education: Access, diversity, and accountability* (pp. 154-179). Pearson Allyn & Bacon.

Rogers-Adkinson, D., Ochoa, T.A., & Delgado, B. (2003). Developing cross cultural competence in serving families with children with significant developmental needs. *Journal of Autism and Developmental Disorders*, 18, 4-8.

Ochoa, T.A. (2002). An interactive multimedia problem-based learning CD ROM for teacher preparation: IDEA-97 guidelines for disciplining students with disabilities. *Journal of Special Education Technology*, 17(2), 39-45.

Ochoa, T.A., Gerber, M.M., Leafstedt, J.M., Hough, S., Kyle, S., Rogers-Adkinson, D., & Koomar, P. (2001). Web technology as a teaching tool: A multicultural special education case. *Journal of International Forum of Educational Technology & Society*, 4(1), 50-60.

Ochoa, T.A., Vasquez, L.R., & Gerber, M. M. (1999). New generation of computer-assisted learning tools for students with disabilities. *Intervention in School and Clinic, 32*(4), 251-254.

RESEARCH REPORTS

Plucker, J., Spradlin, T., Eckes, S., Ochoa, T.A., Toutkoushian, R., Michael, B., Williamson, G., Hansen, J., Trotter, A., Zaph, J., Chien, R., & Jackson, R. (2006). *Special education service delivery in Indiana: Final report*. Center for Evaluation and Education Policy, Indiana University.

Ochoa, T.A. & Exter, M. (2006). *DyKnow Vision in an assistive technology special education teacher preparation course: Final report*. Indiana University School of Education.

Ochoa, T.A., Kelly, M., & Londergan, M. (2005). Kurzweil 3000 as a tool to improve self-concept, reading fluency, and comprehension skills of students with reading related disabilities or at-risk for reading problems. (Tech. Rep. No. 1). Indiana University School of Education.

MULTIMEDIA DEVELOPMENTS

Ochoa, T.A. (in progress). Special education in correctional facilities. Introductory level videotape for educators.

Ochoa, T.A. (in progress). Special education in correctional facilities: Interactive multimedia program for educators. Indiana University.

Ochoa, T.A. (2005). Law & Disorder: An Undergraduate Special Education Law Journal. <https://scholarworks.iu.edu/dspace/handle/2022/186>

Ochoa, T.A. (2005). Collaborative decision-making in PBL simulations. Electronic Portfolio. <http://www.courseportfolio.org/peer/pages/index.jsp> (login: portfolio, password: pfolpass)

Ochoa, T.A. (2003). Disabilities and school discipline. Interactive, multimedia program for teachers. Indiana University. <http://www.indiana.edu/~k305to/intro.html>

Ochoa, T.A. (2002). Welcome home: Designing for universal access. Introductory level videotape for teachers. Distributed by Indiana Institute on Disability and Community.

Leafstedt, J., Ochoa, T.A., & Gerber, M.M. (2000) Case III: Story of Andres. *CASELINK - web-based interactive, multi-media programs for teachers*, University of California Santa Barbara <http://www.caselinks.education.ucsb.edu/caselink>

RESEARCH PROJECT, GRANTS OBTAINED FOR RESEARCH, & DEVELOPMENT ACTIVITIES

(in chronological order, * = with graduate student, ** with undergraduate student)

Ochoa, T.A. (December 2011). Helping offenders prosper in employment (HOPE). Research grant proposal submitted to the Proffitt Internal Grant Competition. Decision pending.

Ochoa, T.A., Fontaine, N., & Mank D. (June 2011). Exploring the brains, needs, and potential of incarcerated youth with disabilities. Research grant proposal submitted to the Faculty Research Support Program. Not funded.

Ochoa, T.A. (2006). Law & Disorder. *Lazerwitz Special Education Enrichment Fund*.

Robinson, J., Schlegel, W., Ochoa, T.A., Pescosolido, B., & Hamburger, M. (2006). Building the commons: Scholarship of teaching & learning inquiry communities. *Carnegie Academy for the Scholarship of Teaching and Learning Leadership Program*.

Ochoa, T.A. & Rosenbaum, H. (2006). Cross-disciplinary research on collaborative learning: A critical examination of group instructional approaches. *Indiana University Scholarship of Teaching & Learning Leadership Award Competition*.

** Bier, A., Doddridge, J., Fuda, K., & Reinking, J. & Ochoa, T.A. (2004). Law & Disorder Journal. *Undergraduate Research and Creative Partnerships*.

Butera, G., Ochoa, T.A., & Eckes, S. (2004). At the crossroads: NCLB and IDEA's impact on Indiana's children. *Indiana University School of Education Committee on Teacher Education Research on Standards and Assessment*.

- ** Fish, A., & Ochoa, T.A. (2003). Exploring children's cultural awareness. *Undergraduate Research and Creative Partnerships*. (Faculty Mentor).
- * Ochoa, T.A. (2003). Project SAMMY (Self-authoring Multimedia for Youth). *United States Department of Education Research and Innovation to Improve Services and Results for Children with Disabilities Student-Initiated Research Projects*. (Official Project Director).

This competition requires that I be the official person of record. The grant was awarded to Mary Kelly, one of my doctoral students.

Ochoa, T.A. (2002). Research in professional preparation: Assessing problem-based learning's impact on undergraduate teaching and learning. *Indiana University Scholarship of Teaching and Learning Academy*.

Ochoa, T.A. (2002). Development of disabilities and school discipline module. *Indiana Higher Education Telecommunications System*.

Ochoa, T.A. (2001). Improving the educational outcomes for students with disabilities and diverse learning and behavioral characteristics through research in teacher preparation. *Indiana University School of Education Proffitt Grant*.

Ochoa, T.A. (2001). Dissemination of the results of and refinement of the measuring tool used to determine the effectiveness of a multicultural special education case CD ROM for teaching pre-service teachers about the referral to special education process for Hispanic students who are limited in English proficiency. *Indiana University School of Education Proffitt Grant*.

- * Ochoa, T.A., Sheu, F. (2001). Improving the preparation of teachers for limited English proficient students through a multicultural special education CD ROM: A collaborative IU faculty/student research. *Indiana University Scholarship of Teaching and Learning Grants Competition*.

Ochoa, T.A. (2000). Development of an interactive multidisciplinary problem-based learning CD ROM to increase preservice teachers' knowledge acquisition of behavior disorder content and improve instruction of students with behavior disorders. *Ameritech Fellows Program*.

Ochoa, T.A. (2000). Empirical evaluation of the efficacy of a multicultural special education case CD ROM for teaching preservice teachers about the referral to special education process for Hispanic students who are limited in English proficiency. *Indiana University Department of Education Proffitt Grant Competition.*

Ochoa, T.A., & Rogers-Adkinson, D. (1999). Portable Reflective-Teaching Project Faculty Research Grant. *University of Wisconsin Whitewater.*

- * Ochoa, T.A., Constein, D., & Anderson, K. (1999). Portable Reflective-Teaching Project Undergraduate Student Research Grant. University of Wisconsin Whitewater.

Ochoa, T.A. (1998). The effects of a cognitive behavior intervention on perceptions of disruptive students' teachability. *University of California, Santa Barbara Pregraduate Mentorship Funding Program.*

PROFESSIONAL PRESENTATIONS

(* = with graduate student, ** = with undergraduate student)

Vaiouli, P., & Ochoa, T. (2011, March). *School based treatments for students with depression.* Conference presentation presented at Special Education Research Seminar. Bloomington, IN.

Ochoa, T.A. (2007, July). *Considerations for arrests and interrogations of suspects with cognitive, psychological, and behavioral disabilities in the United States.* Paper presented to the Charles Sturt New South Wales Police College. Sydney, Australia.

Ochoa, T.A. (2007, July). *Considerations for arrests and interrogations of suspects with cognitive, psychological, and behavioral disabilities in the United States.* Paper presented to the Parramatta New South Wales Police Headquarters. Sydney Australia.

Ochoa, T.A. & Robinson, J. (2007, July). *Potential and Challenges of Peer Assessment in Collaborative Learning Contexts.* Paper presented at the International Society for the Scholarship of Teaching and Learning. Sydney, Australia.

- * Exter, M. & Ochoa, T.A. (2007, April). *The use of an interactive note-taking system: A pilot study in a teacher education course*. Poster session presented at the annual meeting of the American Educational Research Association: The World of Educational Quality. Chicago, Illinois.
- * Ochoa, T.A. Steinmetz, J., & Rome, J. (2007, April). *Increasing police officers' understanding of disabilities and the laws that govern arrests and interrogations of individuals with cognitive, mental, and behavioral disorders*. Paper presented at the annual meeting of the Police Executive Symposium: Urbanization and Security. Dubai, United Arab Emirates.

Ochoa, T.A. (2006, November). *The changing role of the instructor and the student in the context of PBL Learning*. Symposium presented at the annual meeting of Council for Exceptional Children Teacher Education Division. San Diego, California.

Ochoa, T.A. (2006, November). *Discipline and IDEA 2004: Potential impact of new regulations*. Presentation at the annual meeting of the Teacher Educators of Children with Emotional and Behavioral Disorders. Tempe Arizona.

Ochoa, T.A., & Eckes, S. (2005, August). *Including students with disabilities in higher education: Understanding students, their educational needs, and the law*. Poster session presented at the annual meeting of the Inclusive & Supportive Education Conference, Glasgow, Scotland.

Eckes, S., Mirksch, K., Daniel, TK., Gooden, M., Brown, L., & Ochoa, T.A. (2005, April). *The overrepresentation and under representation of minorities: We are still segregated beyond the K-12 public schools*. Paper presented at the meeting of the American Educational Research Association,

Montreal, Canada.

- ** Ochoa, T.A., & Eckes, S., & Kerkoff, E. (2004, November). *Legal issues and special education in correctional facilities: A perspective from within*. Paper presented at the annual meeting of the Education Law Association, Tucson, AZ.

Ochoa, T.A., & Eckes, S. (2004, November). *One, two, three strikes, you're out: Impact of NCLB, IDEA reauthorization, & zero tolerance on suspension and expulsion of students with behavior disorders*. Paper presented at the annual meeting of the Teacher Educators of Children with Behavior Disorders Conference, Tempe, AZ.

Ochoa, T.A., & Robinson, J. (2004, October). *Rethinking consensus: Group work and the dynamics of decision-making*. Paper presented at the annual meeting of the International Society for the Scholarship of Teaching and Learning, Bloomington, IN.

- ** Ochoa, T.A., & Allen, M. (2003, October). *What type of bruises do abuse and neglect leave on children with disabilities?* In-service presented to Case Appointed Special Advocate (CASA), Bloomington, IN.

- * Ochoa, T.A., Duffy, T., & Gottschall, H. (2003, December). *Problem-based learning technology in teacher preparation*. Paper presented at the annual meeting of the Multimedia & Information &

Communication Technologies in Education, Badajoz, Spain.

Ochoa, T.A. (2003, January). *Problem-based learning technology in teacher preparation: How to measure its impact on learning?* Unpublished manuscript, School of Education Research Colloquium, Indiana University.

Ochoa, T.A. (2003, February). *Preparing preservice teachers to conduct a manifestation determination*. Paper presented at the annual meeting of the Midwest Symposium for Leadership in Behavior Disorders, Kansas City, MO.

Ochoa, T.A. (2003, February). *Disabilities & school discipline: A PBL computer-assisted module*. Paper presented at the annual meeting of the Midwest Symposium for Leadership in Behavior Disorders, Kansas City, MO.

Ochoa, T.A. (2003, April). *Manifestation determination: A problem-based learning simulation for pre-service teachers*. Paper presented at the annual meeting of the Council for Exceptional Children, Seattle, WA.

Ochoa, T.A., & Leone, P. (2002, November). *Special education in correctional facilities: A perspective from within*. Paper presented at the annual meeting of the Teacher Educators of Children with Behavior Disorders, Tempe AZ.

Polsgrove, L., & Ochoa, T.A. (2002, November). *The state of teacher training in EBD and recommendations for the future*. Paper presented at the annual meeting of the Teacher Educators of Children with Behavior Disorders, Tempe AZ.

Ochoa, T.A. (2002, October). *Preparing teachers for real-life problems: Potential and challenges of the problem-based learning approach*. Unpublished manuscript, School of Education Curriculum & Instruction Collaborative, Indiana University.

- * Ochoa, T.A., Sheu, F., & Shih, M. (2002, January). *An interactive multimedia problem-based learning CD ROM: Providing knowledge and simulation of the IDEA 97 manifestation determination process to student teachers*. Paper presented at the annual meeting of the Educational Media World Conference on Educational Multimedia, Hypermedia & Telecommunications Systems and Resources, Denver, CO.

- * Sheu, F., Shih, M. Weng, A., & Ochoa, T.A., (2002, January). *Users' interface satisfaction of an interactive multimedia problem-based-learning module*. Educational Media World Conference on Educational Multimedia, Hypermedia & Telecommunications Systems and Resources, Denver, CO.

- * Ochoa, T.A., & Sheu, F. (2002, March). *Bridging the research to practice divide in teacher preparation through problem-based learning multimedia CD ROM technology*. Unpublished manuscript, Scholarship of Teaching and Learning Program, Indiana University.

Ochoa, T.A. (2001, November). *IDEA-97 discipline guidelines: Providing knowledge and simulation of the manifestation determination process to student teachers through an interactive multimedia problem-based learning CD ROM*. Paper presented at the annual meeting of the Teacher Educators of Children with Behavior Disorders, Tempe, AZ.

Ochoa, T.A., (2001, February). *Improving teachers' perceptions of student teachability through bias awareness and teaching opportunities*. Paper presented at the annual meeting of the Midwest Symposium for Leadership in Behavior Disorders, Kansas City, MO.

Gerber, M.M., Leafstedt, J. & Ochoa, T.A. (2001, February). *Using web-based hypermedia to deliver just-in-time training resources to teachers of students with behavior disorders*. Paper presented at the annual meeting of the Midwest Symposium for Leadership in Behavior Disorders, Kansas City, MO.

Ochoa, T.A. (2000, February). *Portable Reflective-Teaching Project (PREP): Web-based pre and in-service training for teachers of students with behavior problems*. Paper presented at the annual meeting of the Midwest Symposium for Leadership in Behavior Disorders, Kansas City, MO.

- ** Ochoa, T.A., Gorman, R. & Tapia, J. (1998, September). *The effects of a cognitive behavior intervention on perceptions of disruptive students' teachability*. Paper presented at the annual meeting of the Virginia Beach Conference of the Commonwealth Institute for Child and Family Studies, Norfolk, VA.

Ochoa, T.A. (1997, November). *The effects of cognitive behavior interventions on teachers' perceptions of and academic expectations for students nominated as disruptive*. Paper presented at the annual meeting of the Teacher Educators of Children with Behavior Disorders, Scottsdale, AZ.

Ochoa, T.A. (1997, October). *Can cognitive behavior interventions unmask true potential in bright students with learning disabilities?* Paper presented at the annual meeting of the International Conference of the Council for Children with Behavioral Disorders, Irving, TX.

SERVICE

INDIANA UNIVERSITY

School of Education Agenda Committee	2009-Present
School of Education Policy Council	2009-Present
School of education Faculty Affairs and Budgetary Affairs Committee	2009-Present
School of Education Elementary Education Council	2008-Present
Coordinator Special Education Program	2008-Present
K205/K305/K306 Course Coordinator	2006-Present
Director of Teaching All Learners Program	2006-2008
School of Education Dissertation Award Committee	2007
Special Education Program Clinical Search Committee	2007
School of Education Policy Council	2005-2006
Indiana University Faculty Policy Council	2005-2007
IUPUI Special Education Faculty Search Committee	2004
School of Education Research, Development & Equipment Committee	2004
School of Education Electronic Annual Review Ad Hoc Committee	2004

Indiana University School of Education Policy Council	2002-2004
Ameritech Fellows 4 th Round Grant Reviewer.	2002-2003
School of Education Dean's Survey Committee	2002
School of Education Language Education Faculty Search Committee Member	2002
School of Education Special Education Faculty Search Committee Member	2002
School of Education Science Faculty Search Committee Member	2002
School of Education Laptop Program Committee	2002-2004
Distinguished Alumni Awards Committee Member	2001-2004
School of Education Teaching All Learners Program Committee Member	2000-2008

NATIONAL & INTERNATIONAL

Reviewer for <i>Journal of Special Education Technology</i>	2004-Present
Reviewer for <i>Exceptional Children</i>	2004-Present
Reviewer for <i>Behavioral Disorders</i>	1999 - Present
Division for Research Council for Exceptional Children Website Committee	2004
Division for Research Secretary Council for Exceptional Children	2002-2004
Midwest Symposium for Leadership in Behavioral Disorders	1999-Present

Swiss Parliament EXCHANGE FOR PEACE Program. United States Delegation Leader and Coordinator	1999
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PROFESSIONAL ASSOCIATIONS

Council for Exceptional Children

Division of Teacher Education

Division for Research

Division of Emotional and Behavioral Disorders

Biography

Theresa A. Ochoa, Ph.D is an Associate Professor at the Indiana University School of Education where she has taught and conducted research for 13 years in the areas of behavioral disorders, technology, and teacher preparation. She teaches courses at the undergraduate, masters, and doctoral level, focusing primarily on introducing special education majors to disability laws that govern the education and treatment of learners with cognitive and behavioral exceptionalities. She currently coordinates all introductory courses in the special education program for all education majors and she acted as Director of the Teaching All Learners Program, a dual certification program in the school of education. Her current research takes places in correctional facilities and assesses the number and quality of differentiated services provided to youth with disabilities while in confined settings and seeks to increase the transition to work programs for incarcerated youth. Her main contribution in the charter school proposal sought in this application is to provide consultation in the special education realm.

Attachment 11
Proposed Bylaws and Articles of Incorporation for
Green Meadows Charter School

ARTICLE I

General

Section 1. Name. The name of the corporation is Green Meadows Charter School, Inc. (the "Corporation.").

Section 2. Initial Registered Office and Initial Registered Agent. The post office address of the Corporation's initial registered office is 2517 Country Club Road Nashville, IN 47448. The initial registered agent in charge of the initial registered office is Mary Goral.

Section 3. Fiscal Year. The fiscal year of the Corporation shall begin on the first day of January and end on the last day of December next succeeding.

ARTICLE II

Governing Board

Section 1. Directors. The affairs of the Corporation shall be managed, controlled, and conducted by, and under the supervision of, the Governing Board, subject to the provisions of the Articles of Incorporation (the "Articles") and these Bylaws. The Governing Board shall have the number of members, not less than 3, as designated by resolution of the Governing Board from time to time. At all times all members of the Governing Board shall be residents of the State of Indiana, and at least one-half of the members of the Governing Board shall be residents of Monroe County, Indiana, where the school operates, or immediately adjacent counties.

At the regular meeting of the Governing Board immediately preceding the expiration of the term of any director, or at a special meeting, the Governing Board may elect a new director to replace a director whose term will expire, or has expired, and each such new director shall serve for a term of one year, or such other period as prescribed by the directors at the time of such election, and until his or her successor is elected and qualified.

In order to ensure continuity among the directors of the Corporation, the terms of the members of the Governing Board may be staggered as deemed necessary.

Section 2. Quorum and Approval of Actions. A majority of the directors in office immediately before a meeting begins shall constitute a quorum for the transaction of any business properly to come before the Governing Board. Unless otherwise provided in the Article of these Bylaws, the approval of a majority of the directors present at a meeting at which a quorum is present shall be the act of the Governing Board.

Section 3. Regular Meetings. The Governing Board may hold regular meetings, as fixed by these Bylaws or by resolution of the Governing Board, for the purpose of transacting such business as properly may come before the Governing Board.

Section 4. Special Meetings. Notwithstanding the preceding Section 3 of this Article II, the Governing Board may hold special meetings for any lawful purpose upon not less than two (2) days' written or electronically sent notice, as described in Section 6 of this Article II, upon call by the Chair or by two (2) or more members of the Governing Board. A special meeting shall be held at such date, time, and place inside the State of Indiana or elsewhere as specified in the call of the meeting.

Section 5. Compliance with Indiana Open Door Law. Notwithstanding any other provision of these Bylaws, the Corporation shall comply in all respects with the Indiana Open Door Law (currently codified at Indiana Code ("IC") section 5-14-1.5-1, et seq.), and any corresponding provision of subsequent Indiana law, in connection with all regular and special meetings of the Governing Board.

Section 6. Notice of Special Meetings. Oral, electronically transmitted or written notice of the date, time, and place of each special meeting of the Governing Board shall be communicated, delivered, emailed or mailed by the Secretary of the Corporation, or by the person or persons calling the meeting, to each member of the Governing Board so that such notice is effective at least two (2) days before the date of the meeting and complies with the Indiana Open Door Law. The notice need not describe the purpose of the special meeting.

Oral notice shall be effective when communicated. Written, electronic, or telefaxed notice, where applicable, shall be effective at the earliest of the following:

- (a) When received;
- (b) Five (5) days after the notice is mailed, as evidenced by the postmark or private carrier receipt, if mailed correctly addressed to the address listed in the most current records of the Corporation;
- (c) On the date shown on the return receipt, if sent by registered or certified United States mail, return receipt requested, and the receipt is signed by or on behalf of the addressee; or
- (d) Thirty (30) days after the notice is deposited with another method of the United States Postal Service other than first class, registered, or certified mail, as evidenced by the postmark, if mailed correctly addressed to the address listed in the most current records of the Corporation.

Section 7. Waiver of Notice. Notice of a meeting may be waived in a writing signed by the director entitled to notice and filed with the minutes of the corporate records. Attendance at or participation in any meeting of the Governing Board shall constitute a waiver of lack of notice or defective notice of such meeting unless the director shall, at the beginning of the meeting or promptly upon the director's arrival, object to holding the meeting and not vote for or assent to any action taken at the meeting.

Section 8. Action by Written Consent. Any action required or permitted to be taken at any meeting of the Governing Board, or any committee thereof, may be taken without a meeting if a written consent describing such action is signed by each director or committee member and if such written consent is included in the minutes or filed with the Corporation's records reflecting the action taken. Action taken by written consent shall be effective when the last director or committee member signs the consent and the Governing Board ratifies the action taken in a subsequent meeting held pursuant to the Indiana Open Door Law, unless the consent specified a prior or subsequent effective date. A consent signed as described in this Section 8 shall have the effect of approval at a meeting and may be described as such in any document.

Section 9. Resignation, Removal, and Vacancies. Any director may resign at any time by giving written notice of such resignation to the Governing Board, the Chair, or the Secretary of the Corporation. Such resignation shall take effect at the time specified therein, or if no time is specified, at the time of its receipt by the Governing Board, the Chair, or the Secretary. The acceptance of the resignation shall not be necessary to make it effective.

A director may be removed for cause by a majority of the directors then in office. Cause shall include, but shall not be limited to:

- (a) Violations of applicable law, including (but not limited to):
 - (i) Violations of the Indiana Charter School Law; and
 - (ii) Actions that would jeopardize the tax-exempt status of the Corporation or would subject it to intermediate sanctions under the Internal Revenue Code of 1986, as amended, or corresponding provisions of any subsequent federal tax laws (the "Code").
- (b) Breach of fiduciary duty, including (but not limited to) a violation of the applicable standard of care under the Articles, these Bylaws, or applicable law.
- (c) Breach of any governing document relating to the Corporation, including (but not limited to) the Articles, these Bylaws, and the Charter Agreement.
- (d) Inadequate attendance at meeting of the Governing Board, defined as absence from 3 (three) consecutive meeting or from at least fifty percent (50%) of such meetings within one (1) calendar year.
- (e) Conviction of a crime that would prohibit the individual from having contact with minor children.

Any vacancy on the Governing Board created by the resignation or removal of a director shall be filled by a majority of the directors then in office.

Section 11. Educational Management Organizations. Should the Governing Board elect to engage an educational management organization ("EMO") to manage the operations of the charter school for which the Corporation is responsible (the "School"), no member of the Corporation's Governing Board may have any pecuniary interest in such EMO.

Section 12. Alignment with tax-exempt requirements. No substantial part of the activities of the Corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in or intervene in (including the publishing or distribution of statements) any political campaign on behalf of any candidate for public office. Notwithstanding any other provision of the Bylaws, the Corporation shall not carry on any other activities not permitted to be carried on (a) by an organization exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code, corresponding section of any future Federal tax code, or (b) by an organization, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or corresponding section of any future Federal code.

Upon dissolution of the Corporation, assets shall be distributed for one or more exempt purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code, or corresponding section of any future Federal tax code.

ARTICLE III

Officers

Section 1. In General. The officers of the Corporation shall consist of a Chair, a Secretary, a Treasurer, and such other officers as the Governing Board may otherwise elect. An officer may not simultaneously hold more than one (1) office. Each officer shall be elected by the Governing Board and shall serve for one (1) year, or such other period as prescribed by the directors at the time of such election, and until the officer's successor is elected and qualified.

An officer shall be a member of the Governing Board. Any officer may be removed by the Governing Board at any time for cause as that term is defined herein in Article II, Section 10. Any vacancy in any office shall be filled by the Governing Board, and any person elected to fill such vacancy shall serve until the expiration of the term vacated and until his or her successor is elected and qualified.

Section 2. Chair. The Chair shall preside at all meetings of the Governing Board of the Corporation and shall be responsible for implementing policies established by the Governing Board. The Chair shall perform such other duties as the Governing Board may prescribe.

Section 3. Secretary. The Secretary shall be the custodian of all papers, books, and records of the Corporation other than books of account and financial records. The Secretary shall prepare and enter in the minute book the minutes of all meetings of the Governing Board. The Secretary shall authenticate records of the Corporation as necessary. The Secretary shall perform the duties usual to such position and such other duties as the Governing Board or the Chair may prescribe.

Section 4. Treasurer. The Treasurer shall prepare and maintain correct and complete records of account showing accurately the financial condition of the Corporation. All notes, securities, and other assets coming into the possession of the Corporation shall be received, accounted for, and placed in safekeeping as the Treasurer may from time to time prescribe. The Treasurer shall furnish, whenever requested by the Governing Board or the Chair, a statement of the financial condition of the Corporation and shall perform the duties usual to such position and such other duties as the Governing Board or the Chair may prescribe.

Section 5. Other Officers. Each other officer of the Corporation shall perform such duties as the Governing Board or the Chair may prescribe.

ARTICLE IV

Committees

Section 1. Executive Committee. The Governing Board may, by resolution adopted by a majority of the directors then in office, designate two (2) or more directors of the Corporation to constitute an Executive Committee which, to the extent provided in such resolution and consistent with applicable law, shall have and exercise all of the authority of the Governing Board in the management of the Corporation's affairs during intervals between the meetings of the Governing Board. The Executive committee shall be subject to the authority and supervision of the Governing Board.

Section 2. Other Committees. The Governing Board may establish other committees, in addition to the Executive Committee, to accomplish the goals and execute the programs of the Corporation. Such committees shall have such responsibilities and powers as the Governing Board shall specify. Members of such committees may, but need not, be members of the Governing Board. A committee member appointed by the Governing Board may be removed by the Governing Board with or without cause.

ARTICLE V

Conflict of Interest

Section 1. General Policy. It is the policy of the Corporation and its Governing Board that the Corporation's directors, officers, and employees carry out their respective duties in a fashion that avoids actual, potential, or perceived conflicts of interest. The Corporation's directors, officers, and employees shall have the continuing, affirmative duty to report any personal ownership, interest, or other relationship that might affect their ability to exercise impartial, ethical, and business-based judgments in fulfilling their responsibilities to the Corporation. This policy shall be further subject to the following principles:

- (a) Directors, officers, and employees of the Corporation shall conduct their duties with respect to potential and actual grantees, contractors, suppliers, agencies, and other persons transacting or seeking to transact business with the Corporation in a completely impartial manner, without favor or preference based upon any consideration other than the best interests of the Corporation.
- (b) Directors, officers, and employees of the Corporation shall not seek or accept for themselves or any of their relatives (including spouses, ancestors, and descendants, whether by whole or half blood), from any person or business entity that transacts or seeks to transact business with the Corporation, any gifts, entertainment, or other favors relating to their positions with the Corporation that exceed common courtesies consistent with ethical and accepted business practices.
- (c) If a director, or a director's relative, directly or indirectly owns a significant financial interest in, or is employed by, any business entity that transacts or seeks to transact business with the Corporation, the director shall disclose that interest or position and shall refrain from voting on any issue pertaining to the transaction.
- (d) Officers and employees of the Corporation shall not conduct business on behalf of the Corporation with a relative or a business entity in which the officer, employee, or his or her relative owns a significant financial interest or by which such officer, employee, or relative is employed, except where such dealings have been disclosed to, and specifically approved and authorized by, the Governing Board of the Corporation.
- (e) The Governing Board may require the Corporation's directors, officers, or employees to complete annually (or as otherwise scheduled by the Board) a disclosure statement regarding any actual or potential conflict of interest described in these Bylaws. The disclosure statement shall be in such form as may be prescribed by the Board and may include information regarding a person's participation as a director, trustee, officer, or employee of any other nonprofit organization. The Governing Board shall be responsible for oversight of all disclosures or failures to disclose and for taking appropriate action in the case of any actual or potential conflict of interest transactions.

Section 2. Effect of Conflict Provisions. The failure of the Corporation, its Governing Board, or any or all of its directors, officers, or employees to comply with the conflict of interest provisions of these Bylaws shall not invalidate, cancel, void, or make voidable any contract, relationship, action, transaction, debt, commitment, or obligation of the Corporation that otherwise is valid and enforceable under applicable law.

ARTICLE VI

Indemnification

Section 1. Indemnification by the Corporation. To the extent not inconsistent with applicable law, every person (and their heirs and personal representatives of such person) who is or was a director, officer, employee, or agent of the Corporation shall be indemnified by the Corporation against all liability and reasonable expense that may be incurred by him or her in connection with or resulting from any claim, action, suit, or proceeding (a) if such person is wholly successful with respect thereto or (b) if not wholly successful, then if such person is determined (as provided in Section 3 of this Article VI) to have acted in good faith, in what he or she reasonably believed to be the best interests of the Corporation (or, in any case not involving the person's official capacity with the Corporation, in what he or she reasonably believed to be not opposed to the best interest of the Corporation), and, with respect to any criminal action or proceeding, is determined to have had reasonable cause to believe that his or her conduct was lawful (or no reasonable cause to believe that the conduct was unlawful). The termination of any claim, action, suit or proceeding by judgment, settlement (whether with or without court approval), or conviction, or upon a plea of guilty or of nolo contendere or its equivalent, shall not create a presumption that a person did not meet the standards of conduct set forth in this Article VI.

Section 2. Definitions.

- (a) As used in this Article VI, the phrase "claim, action, suit, or proceeding" shall include any threatened, pending, or completed claim; civil, criminal, administrative, or investigative action, suit, or proceeding and all appeals thereof (whether brought by or on behalf of the Corporation, any other corporation, or otherwise), whether formal or informal, in which a person (or his or her heirs or personal representatives) may become involved, as a party or otherwise:
 - (i) By reason of his or her being or having been a director, officer, employee, or agent of the Corporation or of any corporation where he or she served as such at the request of the Corporation, or
 - (ii) By reason of his or her acting or having acted in any capacity in a corporation, partnership, joint venture, association, trust, or other organization or entity where he or she served as such at the request of the Corporation, or
 - (iii) By reason of any action taken or not taken by him or her in any such capacity, whether or not he or she continues in such capacity at the time such liability or expense shall have been incurred.

- (b) As used in this Article VI, the terms “liability” and “expense” shall include, but shall not be limited to, counsel fees and disbursements and amounts of judgments, fines, or penalties against, and amounts paid in settlement by or on behalf of, a person.
- (c) As used in this Article VI, the term “wholly successful” shall mean (i) termination of any action, suit, or proceeding against the person in question without any finding of liability or guilt against him or her, (ii) approval by a court, with knowledge of the indemnity provided in this Article VI, of a settlement of any action, suit, or proceeding, or (iii) the expiration of a reasonable period of time after the making of any claim or threat of any action, suit, or proceeding without the institution of the same, without any payment or promise made to induce a settlement.

Section 3. Entitlement to Indemnification. Every person claiming indemnification under this Article VI (other than one who has been wholly successful with respect to any claim, action, suit, or proceeding) shall be entitled to indemnification if (a) special independent legal counsel, which may be regular counsel of the Corporation or any other disinterested person or persons, in either case selected by the Governing Board, whether or not a disinterested quorum exists (such counsel or person or persons being hereinafter called the “referee”), shall deliver to the Corporation a written finding that such person has met the standards of conduct set forth in Section 1 of this Article VI and (b) the Governing Board, acting upon such written finding, so determines. The person claiming indemnification shall, if requested, appear before the referee and answer questions that the referee deems relevant and shall be given ample opportunity to present to the referee evidence upon which he or she relies for indemnification. The Corporation shall, at the request of the referee, make available facts, opinions, or other evidence in any way relevant to the referee’s findings that are within the possession or control of the Corporation.

Section 4. Relationship to Other Rights. The right of indemnification provided in this Article VI shall be in addition to any rights to which any person may otherwise be entitled.

Section 5. Extent of Indemnification. Irrespective of the provisions of this Article VI, the Governing Board may, at any time and from time to time, approve indemnification of directors, officers, employees, agent, or other persons to the fullest extent permitted by applicable law, or, if not permitted, then to any extent not prohibited by such law, whether on account of past or future transactions.

Section 6. Advancement of Expenses. Expenses incurred with respect to any claim, action, suit, or proceeding may be advanced by the Corporation (by action of the Governing Board, whether or not a disinterested quorum exists) prior to the final disposition thereof upon receipt of an undertaking by or on behalf of the recipient to repay such amount unless he or she is entitled to indemnification.

Section 7. Purchase of Insurance. The Governing Board is authorized and empowered to purchase insurance covering the Corporation’s liabilities and obligations under this Article VI and insurance protecting the Corporation’s directors, officers, employees, agents, or other persons.

ARTICLE VII

Contracts, Checks, Loans, Deposits and Gifts

Section 1. Contracts. The Governing Board may authorize one (1) or more officers, agents, or employees of the Corporation to enter into any contract or execute any instrument on its behalf.

Such authorization may be general or confined to specific instances. Unless so authorized by the Governing Board, no officer, agent, or employee shall have any power to bind the Corporation or to render it liable for any purpose or amount.

Section 2. Checks. All checks, drafts, or other orders for payment of money by the Corporation shall be signed by such person or persons as the Governing Board may from time to time designate by resolution. Such designation may be general or confined to specific instances.

Section 3. Loans. Unless authorized by the Governing Board, no loan shall be made by or contracted for on behalf of the Corporation and no evidence of indebtedness shall be issued in its name. Such authorization may be general or confined to specific instances.

Section 4. Deposits. All funds of the Corporation shall be deposited to its credit in such bank, banks, or depositories as the Governing Board may designate. Such designation may be general or confined to specific instances.

Section 5. Gifts. The Governing Board may accept on behalf of the Corporation any gift, grant, bequest, devise, or other contribution for the purposes of the Corporation on such terms and conditions as the Governing Board shall determine.

ARTICLE VIII

Amendments

The power to make, alter, amend, or repeal the Bylaws is vested in the Governing Board of the Corporation; provided, however, that any proposed substantive alteration, amendment, or repeal of these Bylaws must be approved in writing by the sponsor of the School (as the term "sponsor" is defined in IC 20-24-1-9) prior to the Governing Board of the Corporation taking any action thereon.

State of Indiana
Office of the Secretary of State

CERTIFICATE OF INCORPORATION
of

GREEN MEADOWS CHARTER SCHOOL CORPORATION

I, Connie Lawson, Secretary of State of Indiana, hereby certify that Articles of Incorporation of the above Non-Profit Domestic Corporation has been presented to me at my office, accompanied by the fees prescribed by law and that the documentation presented conforms to law as prescribed by the provisions of the Indiana Nonprofit Corporation Act of 1991.

NOW, THEREFORE, with this document I certify that said transaction will become effective Monday, July 30, 2012.



In Witness Whereof, I have caused to be affixed my signature and the seal of the State of Indiana, at the City of Indianapolis, July 30, 2012

Connie Lawson

CONNIE LAWSON,
SECRETARY OF STATE

APPROVED AND FILED
CONNIE LAWSON
INDIANA SECRETARY OF STATE
7/30/2012 9:23 AM

ARTICLES OF INCORPORATION

Formed pursuant to the provisions of the Indiana Nonprofit Corporation Act of 1991.

ARTICLE I - NAME AND PRINCIPAL OFFICE

GREEN MEADOWS CHARTER SCHOOL CORPORATION

2517 COUNTRY CLUB ROAD, NASHVILLE, IN 47448

ARTICLE II - REGISTERED OFFICE AND AGENT

MARY BARR-GORAL

2517 COUNTRY CLUB ROAD, NASHVILLE, IN 47448

ARTICLE III – INCORPORATORS

DAVID GRUPENHOFF

PO BOX 756, NASHVILLE, IN 47448

Signature: DAVID GRUPENHOFF

ARTICLE IV – GENERAL INFORMATION

Effective Date: 7/30/2012

Type of Corporation: Public Benefit Corporation

Does the corporation have members?: No

The purposes/nature of business

TO CREATE AND MAINTAIN A CHARTER SCHOOL TO OFFER EDUCATION ALTERNATIVES.

Distribution of assets on dissolution or final liquidation

GIVEN TO BLOOMINGTON PROJECT SCHOOL, A CHARTER SCHOOL.

Attachment 12

Statement of Assurances

Statement of Assurances

The charter school (Organizer) agrees to comply to all of the following provisions: *(Read and check)*

- ☒ 1. A resolution or motion has been adopted by the charter school Organizer's governing body that authorizes the submission of this application, including all understanding and assurances contained herein, directing and authorizing the Organizer's designated representative to act in connection with the application and to provide such additional information as required.
- ☒ 2. Organizer operates (or will operate if not yet open) a charter school in compliance with all federal and state laws, including the Indiana Charter Schools Law as described in all relevant sections of IC § 20-24.
- ☒ 3. Organizer will comply with the Open Door Law as described in IC § 5-14-1.5.
- ☒ 4. Organizer will, for the life of the charter, participate in all data reporting and evaluation activities as required by Ball State University (BSU) and the Indiana Department of Education. See in particular IC § 20-20-8-3 and relevant sections of IC § 20-24.
- ☒ 5. Organizer will comply with all relevant federal laws including, but not limited to, the *Age Discrimination in Employment Act* of 1975, Title VI of the *Civil Rights Act* of 1964, Title IX of the *Education Amendments of 1972*, section 504 of the *Rehabilitation Act* of 1973, Part B of the *Individuals with Disabilities Education Act*, and section 427 of the *General Education Provision Act*.
- ☒ 6. Organizer will comply with all provisions of the Non regulatory Guidance—Public Charter Schools Program of the U.S. Department of Education, which includes the use of a lottery for enrollment if the charter school is oversubscribed, as well as with applicable Indiana law. See also relevant sections of IC § 20-24.
- ☒ 7. Organizer shall ensure that a student's records, and, if applicable, a student's individualized education program as defined at 20 U.S.C. § 1401(14) of the *Individuals with Disabilities Education Act*, will follow the student, in accordance with applicable federal and state law.
- ☒ 8. Organizer will comply with all provisions of the *No Child Left Behind Act*, including but not limited to, provisions on school prayer, the Boy Scouts of America Equal Access Act, the Armed Forces Recruiter Access to Students and Student Recruiting Information, the Unsafe School Choice Option, the Family Educational Rights and Privacy Act (FERPA) and assessments.
- ☒ 9. Organizer shall maintain accounting records and other evidence pertaining to costs incurred, with the provision that the records shall be kept available by the grantee during the grant period and thereafter for five full years from the date of final payment. BSU must be permitted to audit, review, and inspect the grantee's activities, books, documents, papers and other records relating to the expenditures of grant proceeds. The Organizer further agrees to comply with all federal and state audit requirements and ensures that arrangements have

been made to finance those mandatory audits

- ☒ 10. Organizer will at all times maintain all necessary and appropriate insurance coverage.
- ☒ 11. Organizer will maintain compliance with all applicable BSU policies, including the BSU Policy Regarding Organizer Governance.
- ☒ 12. Organizer is required to keep and maintain all equipment purchased with grant funds in accordance with federal law and regulation.
- ☒ 13. Organizer will comply with the federal McKinney-Vento Homeless Assistance Act, 42 USC 11431, for homeless students, as well as the Individuals with Disabilities Education Act and 511 IAC 7-43-1(u), if and as applicable.
- ☒ 14. Organizer understands that if any findings of misuse of funds are discovered the said funds must be returned to the Indiana Department of Education, and BSU may revoke the charter if it deems that the recipient is not fulfilling the academic goals and fiscal management outlined in the charter.
- ☒ 15. Organizer will indemnify and hold harmless BSU, the Indiana Department of Education, the State of Indiana, all school corporations providing funds to the charter school (if applicable), and their officers, directors, agents and employees, and any successors and assigns from any and all liability, cause of action, or other injury or damage in any way relating to the charter school or its operation.

Signature

I, the undersigned, do hereby agree to the assurances contained above.

Signature of Charter School Organizer Authorized Representative

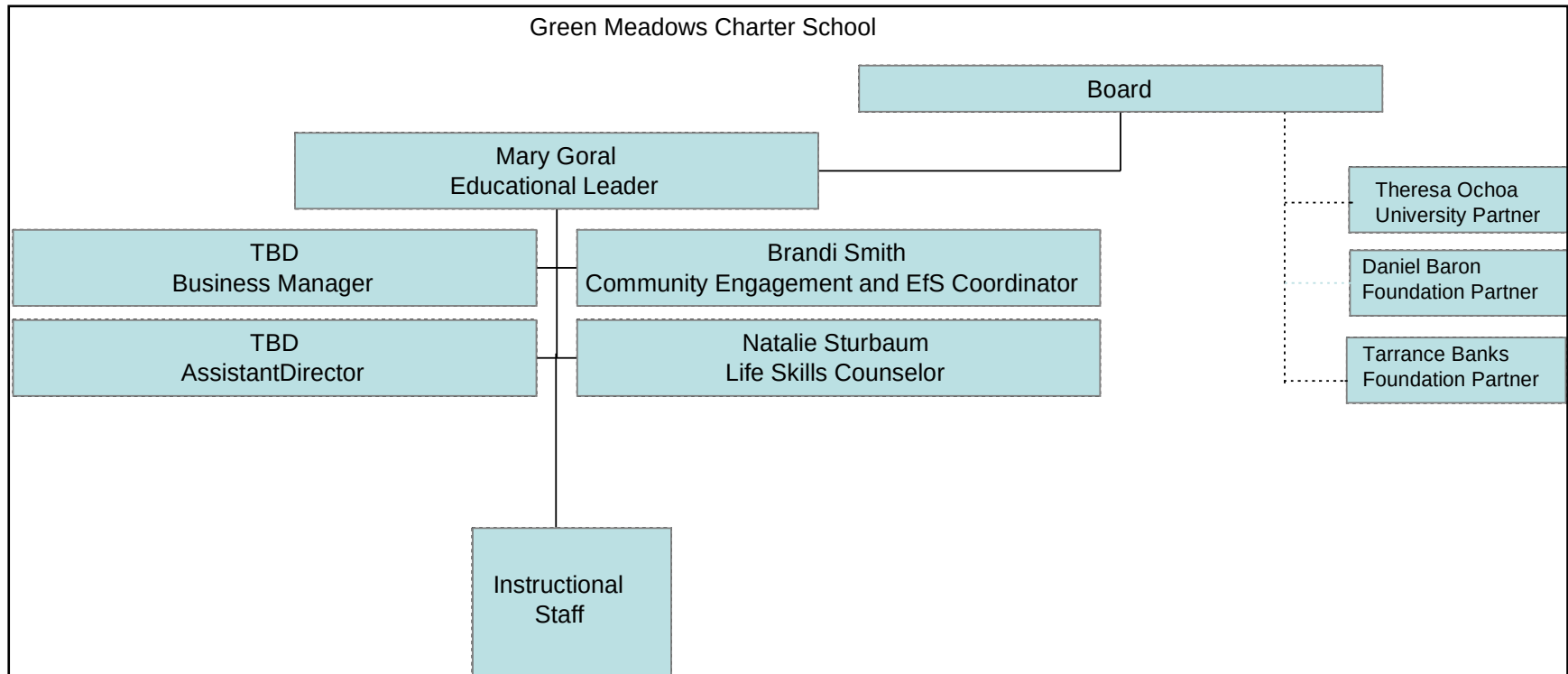
Date

Mary Barr Goral

8/3/12

Attachment 13

Green Meadows Charter School Organization Chart



Attachment 15

The Green Meadows Charter School Code of Ethics

Preamble

The Green Meadows Charter School Governing Board's Code of Ethics serves as a code of conduct for the school's volunteers and paid staff. Code violations may result in sanctions imposed under the Conflicts of Interest section of the corporation's Bylaws. The principles and requirements that comprise the code and procedures are based on and are designed to ensure full compliance by Aiki Concepts, Inc. and its officers, directors, and employees with the fiduciary duties imposed on such individuals by state corporate law, the federal tax code's prohibition on private inurement and private benefit, and other requirements of federal tax exemption, common law due process requirements, federal and state antitrust and unfair competition law, state tort law, and other legal precepts and prohibitions. At the same time, the code and procedures are not designed to supplant courts of law in any resolution of disputes. Moreover, the checks and balances built into the code and procedures are designed to strike the proper balance between ensuring full compliance with the legal obligations described here and ensuring the integrity and efficacy of the code on the one hand and, on the other, the protection of Board members, through the use of reasonable due process procedures, against patently false, malicious, or groundless accusations that could result in significant organizational or personal harm if not properly handled. Members of the Board affirm their endorsement of the code and acknowledge their commitment to uphold its principles and obligations by accepting and retaining membership on the Board.

Governing Board Code of Ethics

Members of the Board (including ex officio members of the Board) shall at all times abide by and conform to the following code of conduct in their capacity as Board members:

1. Each member of the Governing Board will abide in all respects by the *Governing Board Code of Ethics* and all other rules and regulations of the organization (including but not limited to the organization's articles of incorporation and bylaws) and will ensure that their membership (or the membership of the entity for which they serve as officer, director, employee, or owner, as the case may be) in the organization remains in good standing at all times. Furthermore, each member of the Board of directors will at all times obey all applicable federal, state and local laws and regulations and will provide or cause to provide the full cooperation of the organization when requested to do so by those institutions and their persons set in authority as are required to uphold the law.
2. Members of the Governing Board will conduct the business affairs of the organization in good faith and with honesty, integrity, due diligence, and reasonable competence.
3. Except as the Governing Board may otherwise require or as otherwise required by law, no Board member shall share, copy, reproduce, transmit, divulge or otherwise disclose any confidential information related to the affairs of the organization or individual students and each member of the Board will uphold the strict confidentiality of all meetings and other deliberations and communications of the Governing Board.
4. Members of the Governing Board will exercise proper authority and good judgment in their dealings with organization staff, suppliers, and the general public and will respond to the needs of the organization in a responsible, respectful, and professional manner.
5. No member of the Board of directors will use any information provided by the organization or acquired as a consequence of the Board member's service to the organization in any

manner other than in furtherance of his or her Board duties. Further, no member of the Governing Board will misuse organization property or resources and will at all times keep the organization's property secure and not allow any person not authorized by the Board of directors to have or use such property.

6. Each member of the Governing Board will use his or her best efforts to regularly participate in professional development activities and will perform his or her assigned duties in a professional and timely manner pursuant to the Board's direction and oversight.
7. Upon termination of service, a retiring Board member will promptly return to the organization all documents, electronic and hard files, reference materials, and other property entrusted to the Board member for the purpose of fulfilling his or her job responsibilities. Such return will not abrogate the retiring Board member from his or her continuing obligations of confidentiality with respect to information acquired as a consequence of his or her tenure on the Governing Board.
8. The Governing Board dedicates itself to leading by example in serving the needs of the organization and its members and also in representing the interests and ideals of Public Schools at large.
9. No member of the Governing Board shall persuade or attempt to persuade any employee of the organization to leave the employ of the organization or to become employed by any person or entity other than the organization. Furthermore, no member of the Governing Board shall persuade or attempt to persuade any member, exhibitor, advertiser, sponsor, subscriber, supplier, contractor, or any other person or entity with an actual or potential relationship to or with the organization to terminate, curtail, or not enter into its relationship to or with the organization, or to in any way reduce the monetary or other benefits to the organization of such relationship.
10. The Governing Board must act at all times in the best interests of the organization and not for personal or third-party gain or financial enrichment. When encountering potential conflicts of interest, Board members will identify the conflict and, as required, remove themselves from all discussion and voting on the matter. Specifically, Board members shall follow these guidelines:
 - Avoid placing (and avoid the appearance of placing) one's own self-interest or any third-party interest above that of the organization; while the receipt of incidental personal or third-party benefit may necessarily flow from certain organization activities, such benefit must be merely incidental to the primary benefit to the organization and its purposes;
 - Do not abuse Board membership by improperly using Board membership or the organization's staff, services, equipment, resources, or property for personal or third-party gain or pleasure; Board members shall not represent to third parties that their authority as a Board member extends any further than that which it actually extends;
 - Do not engage in any outside business, professional or other activities that would directly or indirectly materially adversely affect the organization;
 - Do not engage in or facilitate any discriminatory or harassing behavior directed toward organization staff, members, officers, directors, meeting attendees, exhibitors, advertisers, sponsors, suppliers, contractors, parents, students or others in the context of activities relating to the organization;

- Do not solicit or accept gifts, gratuities, free trips, honoraria, personal property, or any other item of value from any person or entity as a direct or indirect inducement to provide special treatment to such donor with respect to matters pertaining to the organization without fully disclosing such items to the Governing Board; and
- Provide goods or services to the organization as a paid vendor to the organization only after full disclosure to, and advance approval by, the Board, and pursuant to any related procedures adopted by the Board.

Attachment 17

Green Meadows Charter School Staffing Chart Form

Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
School Leader/Educational Director	1 full-time	1 full-time	1 full-time	1 full-time	1 full-time	1 full-time
Assistant Director	1 half-time	1 half-time	1 half-time	1 half-time	1 half-time	1 half-time
Business Manager	1 full-time	1 full-time	1 full-time	1 full-time	1 full-time	1 full-time
Community Engagement and EfS Coordinator	1 @ .75	1 @ .75	1 @ .75	1 @ .75	1 @ .75	1 @ .75
Life Skills Counselor	1 half-time	1 half-time	1 half-time	1 half-time	1 half-time	1 half-time
Classroom Teachers	12 full-time	14 full-time	16 full-time	18 full-time	18 full-time	18 full-time
Specialty Teachers	4 half -time	4 half-time	5 half -time	5 half -time	6 half -time	6 half -time
Student Support (Special Education Teachers)	1 full-time	1 full-time	2 full-time	2 full-time	2 full-time	2 full-time
Teacher Aids and Assistants	9 full-time	9 full-time	10 full-time	10 full-time	10 full-time	10 full-time
Kindergarten Teachers	2 full-time	2 full-time	2 full-time	2 full-time	2 full-time	2 full-time
Operations support staff – Receptionist/Nurse	1 full-time	1 full-time	1 full-time	1 full-time	1 full-time	1 full-time
TOTAL FTEs	27	29	33	35	37	37

Attachment 19

Leadership Evaluation Tools

Annual Faculty Self-Evaluation Format

Purpose: To adhere to the guidelines of Chapter 7 (proposed), and to “mirror” the content required for rank and tenure portfolios.

Format: Faculty will address the following in each section:

- (1) **Copy of the previous year’s prospective goals.**
- (2) **Reflective appraisal of one’s progress** over the time period specified in (1) relative to those goals.
- (3) **Reflective appraisal** divided into four sections: a) Teaching, b) Scholarship, c) Service, and d) Dispositions; addressing the following questions in each section:

Teaching

A) What have my student (and peer) evaluations revealed about my areas of strength and weakness? What are my future plans to address those weak areas, and how does this mesh with my prospective goals for the coming academic year?

B) What are the grade distributions of the previous year’s courses? Are there comments to be made about these distributions?

C) How does my past year’s teaching mesh with comments or narrative in rank and tenure letters, if applicable? N/A

D) What have I done in terms of new course development? Changes in course design or delivery? New strategies? Curriculum development? Any changes relative to my teaching?

E) Evaluate your teaching with respect to the descriptors for “favorable” on the SOE’s evaluation criteria for teaching. Specifically, which criteria are you not fully meeting? (These should be specifically addressed in your professional growth plan for the upcoming year.)

Scholarship

A) What has been the focal point of your scholarship over the past year (and past 3 years)? Where do your scholarly interests lie?

B) What have been your scholarly products during this past year (and past 3 years) (listed specifically – including published, in press, and in progress). How does your scholarly activity over the past year mesh with your previous year's goals?

C) Where do you see your scholarship moving in terms of a pattern of scholarly activity? Where are there gaps in your productivity as you compare it to “favorable” scholarship in the SOE's criteria for scholarship? Explain.

Service

A) What have been your service endeavors at the SOE level, university level, and professional level? (omit community service for which you are not a Bellarmine representative). Most important, what has been your actual contribution to this service (beyond just making a meeting or two)? How does your service mesh with your previous year's goals?

Professional:

University

B) How have these service activities enriched the populations for whom they have been provided? How do they connect to your teaching and/or scholarship?

C) Are there gaps in your service as you compare it to “favorable” service in the SOE's evaluation criteria for service? Explain.

Dispositions

A) Respond to your strengths with respect to the list of SOE dispositional characteristics.

B) Respond to your areas for improvement with respect to the list of SOE dispositional characteristics.

C) You may include discussion of appropriate dispositions in your responses to teaching, scholarship, and service.

Note: The reflection on teaching, scholarship, service, and dispositions is to be 2-3 pages in length.

(4) **A prospective plan** for the coming year, specifying goals in the areas of teaching, scholarship, and service. You should have 2-3 goals or objectives within each of the categories (teaching, scholarship, service) which can be used to measure progress at the end of the next year's self-evaluation process. You should include dispositional characteristics that warrant improvement. For each goal, you should briefly detail a plan and/or progression to accomplish this. Goals should reflect favorable, excellent, or meritorious performance criteria. (This prospective plan should be one (1) page.)



Indiana Department of Education

Indiana Teacher Effectiveness Rubric 1.0

This version of the rubric has been formatted to print on 8.5" by 11" paper. Because of the amount of detail in the rubric, it is more easily viewed on legal-sized paper as presented in the RISE Handbook. To access the RISE Handbook, go to www.riseindiana.org

This is Version 1.0 of the Indiana Teacher Effectiveness Rubric. Several Indiana school corporations are piloting the RISE System in the 2011-2012 academic year. Information collected from the pilot year will inform future revisions. Version 2.0 will be released mid-summer 2012.

DOMAIN 1: PURPOSEFUL PLANNING

Teachers use Indiana content area standards to develop a rigorous curriculum relevant for all students: building meaningful units of study, continuous assessments and a system for tracking student progress as well as plans for accommodations and changes in response to a lack of student progress.

Competencies		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.1	Utilize Assessment Data to Plan	At Level 4, a teacher fulfills the criteria for Level 3 and additionally: - Incorporates differentiated instructional strategies in planning to reach every student at his/her level of understanding	Teacher uses prior assessment data to formulate: - Achievement goals, unit plans, AND lesson plans	Teacher uses prior assessment data to formulate: - Achievement goals, unit plans, OR lesson plans, but not all of the above	Teacher rarely or never uses prior assessment data when planning.
1.2	Set Ambitious and Measurable Achievement Goals	At Level 4, a teacher fulfills the criteria for Level 3 and additionally: - Plans an <u>ambitious</u> annual student achievement goal	Teacher develops an annual student achievement goal that is: - Measurable; - Aligned to content standards; AND - Includes benchmarks to help monitor learning and inform interventions throughout the year	Teacher develops an annual student achievement goal that is: - Measurable The goal may not: - Align to content standards; OR - Include benchmarks to help monitor learning and inform interventions throughout the year	Teacher rarely or never develops achievement goals for the class OR goals are developed, but are extremely general and not helpful for planning purposes
1.3	Develop Standards-Based Unit Plans and Assessments	At Level 4, a teacher fulfills the criteria for Level 3 and additionally: - Creates well-designed unit assessments that align with an end of year summative assessment (either state, district, or teacher created) - Anticipates student reaction to content; allocation of time per unit is flexible and/or reflects level of difficulty of each unit	Based on achievement goals, teacher plans units by: - Identifying content standards that students will master in each unit - Creating assessments before each unit begins for backwards planning - Allocating an instructionally appropriate amount of time for each unit	Based on achievement goals, teacher plans units by: - Identifying content standards that students will master in each unit Teacher may not: - Create assessments before each unit begins for backwards planning - Allocate an instructionally appropriate amount of time for each unit	Teacher rarely or never plans units by identifying content standards that students will master in each unit OR there is little to no evidence that teacher plans units at all.

1.4	Create Objective-Driven Lesson Plans and Assessments	At Level 4, a teacher fulfills the criteria for Level 3 and additionally: - Plans for a variety of differentiated instructional strategies, anticipating where these will be needed to enhance instruction - Incorporates a variety of informal assessments/checks for understanding as well as summative assessments where necessary and uses all assessments to directly inform instruction	Based on unit plan, teacher plans daily lessons by: - Identifying lesson objectives that are aligned to state content standards. - Matching instructional strategies as well as meaningful and relevant activities/assignments to the lesson objectives - Designing formative assessments that measure progress towards mastery and inform instruction	Based on unit plan, teacher plans daily lessons by: - Identifying lesson objectives that are aligned to state content standards - Matching instructional strategies and activities/assignments to the lesson objectives. Teacher may not: - Design assignments that are meaningful or relevant - Plan formative assessments to measure progress towards mastery or inform instruction.	Teacher rarely or never plans daily lessons OR daily lessons are planned, but are thrown together at the last minute, thus lacking meaningful objectives, instructional strategies, or assignments.
1.5	Track Student Data and Analyze Progress	At Level 4, a teacher fulfills the criteria for Level 3 and additionally: - Uses daily checks for understanding for additional data points - Updates tracking system daily - Uses data analysis of student progress to drive lesson planning for the following day	Teacher uses an effective data tracking system for: - Recording student assessment/ progress data - Analyzing student progress towards mastery and planning future lessons/units accordingly - Maintaining a grading system aligned to student learning goals	Teacher uses an effective data tracking system for: - Recording student assessment/ progress data - Maintaining a grading system Teacher may not: - Use data to analyze student progress towards mastery or to plan future lessons/units - Have grading system that appropriately aligns with student learning goals	Teacher rarely or never uses a data tracking system to record student assessment/progress data and/or has no discernable grading system

DOMAIN 2: EFFECTIVE INSTRUCTION

Teachers facilitate student academic practice so that all students are participating and have the opportunity to gain mastery of the objectives in a classroom environment that fosters a climate of urgency and expectation around achievement, excellence and respect.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.1: Develop student understanding and mastery of lesson objectives	Teacher is highly effective at developing student understanding and mastery of lesson objectives <i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i> - Students can explain what they are learning and why it is important, beyond repeating the stated objective - Teacher effectively engages prior knowledge of students in connecting to lesson. Students demonstrate through work or comments that they understand this connection	Teacher is effective at developing student understanding and mastery of lesson objectives - Lesson objective is specific, measurable, and aligned to standards. It conveys what students are learning and what they will be able to do by the end of the lesson - Objective is written in a student-friendly manner and/or explained to students in easy- to- understand terms - Importance of the objective is explained so that students understand why they are learning what they are learning - Lesson builds on students' prior knowledge of key concepts and skills and makes this connection evident to students - Lesson is well-organized to move students towards mastery of the objective	Teacher needs improvement at developing student understanding and mastery of lesson objectives - Lesson objective conveys what students are learning and what they will be able to do by the end of the lesson, but may not be aligned to standards or measurable - Objective is stated, but not in a student-friendly manner that leads to understanding - Teacher attempts explanation of importance of objective, but students fail to understand - Lesson generally does not build on prior knowledge of students or students fail to make this connection - Organization of the lesson may not always be connected to mastery of the objective	Teacher is ineffective at developing student understanding and mastery of lesson objectives - Lesson objective is missing more than one component. It may not be clear about what students are learning or will be able to do by the end of the lesson. - There may not be a clear connection between the objective and lesson, or teacher may fail to make this connection for students. - Teacher may fail to discuss importance of objective or there may not be a clear understanding amongst students as to why the objective is important. - There may be no effort to connect objective to prior knowledge of students - Lesson is disorganized and does not lead to mastery of objective.

Notes:

1. One way in which an observer could effectively gather information to score this standard is through brief conversations with students (when appropriate).
2. In some situations, it may not be appropriate to state the objective for the lesson (multiple objectives for various “centers”, early-childhood inquiry-based lesson, etc). In these situations, the observer should assess whether or not students are engaged in activities that will lead them towards mastery of an objective, even if it is not stated.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.2:	Teacher is highly effective at demonstrating and clearly communicating content knowledge to students	Teacher is effective at demonstrating and clearly communicating content knowledge to students	Teacher needs improvement at demonstrating and clearly communicating content knowledge to students	Teacher is ineffective at demonstrating and clearly communicating content knowledge to students
Demonstrate and Clearly Communicate Content Knowledge to Students	<i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i> - Teacher fully explains concepts in as direct and efficient a manner as possible, while still achieving student understanding - Teacher effectively connects content to other content areas, students' experiences and interests, or current events in order to make content relevant and build interest - Explanations spark student excitement and interest in the content - Students participate in each others' learning of content through collaboration during the lesson - Students ask higher-order questions and make connections independently, demonstrating that they understand the content at a higher level	- Teacher demonstrates content knowledge and delivers content that is factually correct - Content is clear, concise and well-organized - Teacher restates and rephrases instruction in multiple ways to increase understanding - Teacher emphasizes key points or main ideas in content - Teacher uses developmentally appropriate language and explanations - Teacher implements relevant instructional strategies learned via professional development	- Teacher delivers content that is factually correct - Content occasionally lacks clarity and is not as well organized as it could be - Teacher may fail to restate or rephrase instruction in multiple ways to increase understanding - Teacher does not adequately emphasize main ideas, and students are sometimes confused about key takeaways - Explanations sometimes lack developmentally appropriate language - Teacher does not always implement new and improved instructional strategies learned via professional development	- Teacher may deliver content that is factually incorrect - Explanations may be unclear or incoherent and fail to build student understanding of key concepts - Teacher continues with planned instruction, even when it is obvious that students are not understanding content - Teacher does not emphasize main ideas, and students are often confused about content - Teacher fails to use developmentally appropriate language - Teacher does not implement new and improved instructional strategies learned via professional development

Notes:

1. Content may be communicated by either direct instruction or guided inquiry depending on the context of the classroom or lesson.
2. If the teacher presents information with any mistake that would leave students with a significant misunderstanding at the end of the lesson, the teacher should be scored a Level 1 for this competency.
3. Instructional strategies learned via professional development may include information learned during instructional coaching sessions as well as mandatory or optional school or district-wide PD sessions.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.3:	Teacher is highly effective at engaging students in academic content	Teacher is effective at engaging students in academic content	Teacher needs improvement at engaging students in academic content	Teacher is ineffective at engaging students in academic content
Engage students in academic content	<i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i> - Teacher provides ways to engage with content that significantly promotes student mastery of the objective - Teacher provides differentiated ways of engaging with content specific to individual student needs - The lesson progresses at an appropriate pace so that students are never disengaged, and students who finish early have something else meaningful to do - Teacher effectively integrates technology as a tool to engage students in academic content	- 3/4 or more of students are actively engaged in content at all times and not off-task - Teacher provides multiple ways, as appropriate, of engaging with content, all aligned to the lesson objective - Ways of engaging with content reflect different learning modalities or intelligences - Teacher adjusts lesson accordingly to accommodate for student prerequisite skills and knowledge so that all students are engaged - ELL and IEP students have the appropriate accommodations to be engaged in content - Students work hard and are deeply active rather than passive/receptive (See Notes below for specific evidence of engagement)	- Fewer than 3/4 of students are engaged in content and many are off-task - Teacher may provide multiple ways of engaging students, but perhaps not aligned to lesson objective or mastery of content - Teacher may miss opportunities to provide ways of differentiating content for student engagement - Some students may not have the prerequisite skills necessary to fully engage in content and teacher's attempt to modify instruction for these students is limited or not always effective - ELL and IEP students are sometimes given appropriate accommodations to be engaged in content - Students may appear to actively listen, but when it comes time for participation are disinterested in engaging	- Fewer than 1/2 of students are engaged in content and many are off-task - Teacher may only provide one way of engaging with content OR teacher may provide multiple ways of engaging students that are not aligned to the lesson objective or mastery of content - Teacher does not differentiate instruction to target different learning modalities - Most students do not have the prerequisite skills necessary to fully engage in content and teacher makes no effort to adjust instruction for these students - ELL and IEP students are not provided with the necessary accommodations to engage in content - Students do not actively listen and are overtly disinterested in engaging.

Notes:

1. The most important indicator of success here is that students are actively engaged in the content. For a teacher to receive credit for providing students a way of engaging with content, students must be engaged in that part of the lesson.
2. Some observable evidence of engagement may include (but is not limited to): (a) raising of hands to ask and answer questions as well as to share ideas; (b) active listening (not off-task) during lesson; or (c) active participation in hands-on tasks/activities.
3. Teachers may provide multiple ways of engaging with content via different learning modalities (auditory, visual, kinesthetic/tactile) or via multiple intelligences (spatial, linguistic, musical, interpersonal, logical-mathematical, etc). It may also be effective to engage students via two or more strategies targeting the same modality.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.4: Check for Understanding	Teacher is highly effective at checking for understanding <i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i> - Teacher checks for understanding at higher levels by asking pertinent, scaffold questions that push thinking; accepts only high quality student responses (those that reveal understanding or lack thereof) - Teacher uses open-ended questions to surface common misunderstandings and assess student mastery of material at a range of both lower and higher-order thinking	Teacher is effective at checking for understanding - Teacher checks for understanding at almost all key moments (when checking is necessary to inform instruction going forward) - Teacher uses a variety of methods to check for understanding that are successful in capturing an accurate "pulse" of the class's understanding - Teacher uses wait time effectively both after posing a question and before helping students think through a response - Teacher doesn't allow students to "opt-out" of checks for understanding and cycles back to these students - Teacher systematically assesses every student's mastery of the objective(s) at the end of each lesson through formal or informal assessments (see note for examples)	Teacher needs improvement at checking for understanding - Teacher sometimes checks for understanding of content, but misses several key moments - Teacher may use more than one type of check for understanding, but is often unsuccessful in capturing an accurate "pulse" of the class's understanding - Teacher may not provide enough wait time after posing a question for students to think and respond before helping with an answer or moving forward with content - Teacher sometimes allows students to "opt-out" of checks for understanding without cycling back to these students - Teacher may occasionally assess student mastery at the end of the lesson through formal or informal assessments.	Teacher is ineffective at checking for understanding - Teacher rarely or never checks for understanding of content, or misses nearly all key moments -Teacher does not check for understanding, or uses only one ineffective method repetitively to do so, thus rarely capturing an accurate "pulse" of the class's understanding - Teacher frequently moves on with content before students have a chance to respond to questions or frequently gives students the answer rather than helping them think through the answer. - Teacher frequently allows students to "opt-out" of checks for understanding and does not cycle back to these students - Teacher rarely or never assesses for mastery at the end of the lesson

Notes:

1. Examples of times when checking for understanding may be useful are: before moving on to the next step of the lesson, or partway through independent practice.
2. Examples of how the teacher may assess student understanding and mastery of objectives:
 - Checks for Understanding: thumbs up/down, cold-calling
 - Do Nows, Turn and Talk/ Pair Share, Guided or Independent Practice, Exit Slips

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.5: Modify Instruction As Needed	Teacher is highly effective at modifying instruction as needed <i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i> - Teacher anticipates student misunderstandings and preemptively addresses them - Teacher is able to modify instruction to respond to misunderstandings without taking away from the flow of the lesson or losing engagement	Teacher is effective at modifying instruction as needed - Teacher makes adjustments to instruction based on checks for understanding that lead to increased understanding for most students - Teacher responds to misunderstandings with effective scaffolding techniques - Teacher doesn't give up, but continues to try to address misunderstanding with different techniques if the first try is not successful	Teacher needs improvement at modifying instruction as needed - Teacher may attempt to make adjustments to instruction based on checks for understanding, but these attempts may be misguided and may not increase understanding for all students - Teacher may primarily respond to misunderstandings by using teacher-driven scaffolding techniques (for example, re-explaining a concept), when student-driven techniques could have been more effective - Teacher may persist in using a particular technique for responding to a misunderstanding, even when it is not succeeding	Teacher is ineffective at modifying instruction as needed - Teacher rarely or never attempts to adjust instruction based on checks for understanding, and any attempts at doing so frequently fail to increase understanding for students - Teacher only responds to misunderstandings by using teacher-driven scaffolding techniques - Teacher repeatedly uses the same technique to respond to misunderstandings, even when it is not succeeding

Notes:

1. In order to be effective at this competency, a teacher must have at least scored a 3 on competency 2.4 - in order to modify instruction as needed, one must first know how to check for understanding.
2. A teacher can respond to misunderstandings using "scaffolding" techniques such as: activating background knowledge, asking leading questions, breaking the task into small parts, using mnemonic devices or analogies, using manipulatives or hands-on models, using "think alouds", providing visual cues, etc.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.6: Develop Higher Level of Understanding through Rigorous Instruction and Work	Teacher is highly effective at developing a higher level of understanding through rigorous instruction and work <i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i> - Lesson is accessible and challenging to all students - Students are able to answer higher-level questions with meaningful responses - Students pose higher-level questions to the teacher and to each other - Teacher highlights examples of recent student work that meets high expectations; Insists and motivates students to do it again if not great - Teacher encourages students' interest in learning by providing students with additional opportunities to apply and build skills beyond expected lesson elements (e.g. extra credit or enrichment assignments)	Teacher is effective at developing a higher level of understanding through rigorous instruction and work - Lesson is accessible and challenging to almost all students - Teacher frequently develops higher-level understanding through effective questioning - Lesson pushes almost all students forward due to differentiation of instruction based on each student's level of understanding - Students have opportunities to meaningfully practice, apply, and demonstrate that they are learning - Teacher shows patience and helps students to work hard toward mastering the objective and to persist even when faced with difficult tasks	Teacher needs improvement at developing a higher level of understanding through rigorous instruction and work - Lesson is not always accessible or challenging for students - Some questions used may not be effective in developing higher-level understanding (too complex or confusing) - Lesson pushes some students forward, but misses other students due to lack of differentiation based on students' level of understanding - While students may have some opportunity to meaningfully practice and apply concepts, instruction is more teacher-directed than appropriate - Teacher may encourage students to work hard, but may not persist in efforts to have students keep trying	Teacher is ineffective at developing a higher level of understanding through rigorous instruction and work - Lesson is not aligned with developmental level of students (may be too challenging or too easy) - Teacher may not use questioning as an effective tool to increase understanding. Students only show a surface understanding of concepts. - Lesson rarely pushes any students forward. Teacher does not differentiate instruction based on students' level of understanding. - Lesson is almost always teacher directed. Students have few opportunities to meaningfully practice or apply concepts. - Teacher gives up on students easily and does not encourage them to persist through difficult tasks

Notes:

1. Examples of types of questions that can develop higher-level understanding:

- Activating higher levels of inquiry on Bloom's taxonomy (using words such as "analyze", "classify", "compare", "decide", "evaluate", "explain", or "represent")
- Asking students to explain their reasoning
- Asking students to explain why they are learning something or to summarize the main idea
- Asking students to apply a new skill or concept in a different context

- Posing a question that increases the rigor of the lesson content
 - Prompting students to make connections to previous material or prior knowledge
2. Higher-level questioning should result in higher-level student understanding. If it does not, credit should not be given.
 3. Challenging tasks rather than questions may be used to create a higher-level of understanding, and if successful, should be credited in this competency
 4. The frequency with which a teacher should use questions to develop higher-level understanding will vary depending on the topic and type of lesson.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.7: Maximize Instructional Time	Teacher is highly effective at maximizing instructional time <i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i> - Routines, transitions, and procedures are well-executed. Students know what they are supposed to be doing and when without prompting from the teacher - Students are always engaged in meaningful work while waiting for the teacher (for example, during attendance) - Students share responsibility for operations and routines and work well together to accomplish these tasks - All students are on-task and follow instructions of teacher without much prompting - Disruptive behaviors and off-task conversations are rare; When they occur, they are always addressed without major interruption to the lesson.	Teacher is effective at maximizing instructional time - Students arrive on-time and are aware of the consequences of arriving late (unexcused) - Class starts on-time - Routines, transitions, and procedures are well-executed. Students know what they are supposed to be doing and when with minimal prompting from the teacher - Students are only ever not engaged in meaningful work for brief periods of time (for example, during attendance) - Teacher delegates time between parts of the lesson appropriately so as best to lead students towards mastery of objective - Almost all students are on-task and follow instructions of teacher without much prompting - Disruptive behaviors and off-task conversations are rare; When they occur, they are almost always addressed without major interruption to the lesson.	Teacher needs improvement at maximizing instructional time - Some students consistently arrive late (unexcused) for class without consequences - Class may consistently start a few minutes late - Routines, transitions, and procedures are in place, but require significant teacher direction or prompting to be followed - There is more than a brief period of time when students are left without meaningful work to keep them engaged - Teacher may delegate lesson time inappropriately between parts of the lesson - Significant prompting from the teacher is necessary for students to follow instructions and remain on-task - Disruptive behaviors and off-task conversations sometimes occur; they may not be addressed in the most effective manner and teacher may have to stop the lesson frequently to address the problem.	Teacher is ineffective at maximizing instructional time - Students may frequently arrive late (unexcused) for class without consequences - Teacher may frequently start class late. - There are few or no evident routines or procedures in place. Students are unclear about what they should be doing and require significant direction from the teacher at all times - There are significant periods of time in which students are not engaged in meaningful work - Teacher wastes significant time between parts of the lesson due to classroom management. - Even with significant prompting, students frequently do not follow directions and are off-task - Disruptive behaviors and off-task conversations are common and frequently cause the teacher to have to make adjustments to the lesson.

Notes:

1. The overall indicator of success here is that operationally, the classroom runs smoothly so that time can be spent on valuable instruction rather than logistics and discipline.
2. It should be understood that a teacher can have disruptive students no matter how effective he/she may be. However, an effective teacher should be able to minimize disruptions amongst these students and when they do occur, handle them without detriment to the learning of other students.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.8: Create Classroom Culture of Respect and Collaboration	Teacher is highly effective at creating a classroom culture of respect and collaboration	Teacher is effective at creating a classroom culture of respect and collaboration	Teacher needs improvement at creating a classroom culture of respect and collaboration	Teacher is ineffective at creating a classroom culture of respect and collaboration
	<i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i> - Students are invested in the academic success of their peers as evidenced by unprompted collaboration and assistance - Students reinforce positive character and behavior and discourage negative behavior amongst themselves	- Students are respectful of their teacher and peers - Students are given opportunities to collaborate and support each other in the learning process - Teacher reinforces positive character and behavior and uses consequences appropriately to discourage negative behavior - Teacher has a good rapport with students, and shows genuine interest in their thoughts and opinions	- Students are generally respectful of their teacher and peers, but may occasionally act out or need to be reminded of classroom norms - Students are given opportunities to collaborate, but may not always be supportive of each other or may need significant assistance from the teacher to work together - Teacher may praise positive behavior OR enforce consequences for negative behavior, but not both - Teacher may focus on the behavior of a few students, while ignoring the behavior (positive or negative) of others	- Students are frequently disrespectful of teacher or peers as evidenced by discouraging remarks or disruptive behavior - Students are not given many opportunities to collaborate OR during these times do not work well together even with teacher intervention - Teacher rarely or never praises positive behavior - Teacher rarely or never addresses negative behavior

Notes:

1. If there is one or more instances of disrespect by the teacher toward students, the teacher should be scored a Level 1 for this standard.
2. Elementary school teachers more frequently will, and are sometimes required to have, expectations, rewards, and consequences posted visibly in the classroom. Whether or not these are visibly posted, it should be evident within the culture of the classroom that students understand and abide by a set of established expectations and are aware of the rewards and consequences of their actions.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.9: Set High Expectations for Academic Success	Teacher is highly effective at setting high expectations for academic success. <i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i> - Students participate in forming academic goals for themselves and analyzing their progress - Students demonstrate high academic expectations for themselves - Student comments and actions demonstrate that they are excited about their work and understand why it is important	Teacher is effective at setting high expectations for academic success. - Teacher sets high expectations for students of all levels - Students are invested in their work and value academic success as evidenced by their effort and quality of their work - The classroom is a safe place to take on challenges and risk failure (students do not feel shy about asking questions or bad about answering incorrectly) - Teacher celebrates and praises academic work. - High quality work of all students is displayed in the classroom	Teacher needs improvement at setting high expectations for academic success. - Teacher may set high expectations for some, but not others - Students are generally invested in their work, but may occasionally spend time off-task or give up when work is challenging - Some students may be afraid to take on challenges and risk failure (hesitant to ask for help when needed or give-up easily) - Teacher may praise the academic work of some, but not others - High quality work of a few, but not all students, may be displayed in the classroom	Teacher is ineffective at setting high expectations for student success. - Teacher rarely or never sets high expectations for students - Students may demonstrate disinterest or lack of investment in their work. For example, students might be unfocused, off-task, or refuse to attempt assignments - Students are generally afraid to take on challenges and risk failure due to frequently discouraging comments from the teacher or peers - Teacher rarely or never praises academic work or good behavior - High quality work is rarely or never displayed in the classroom

Note:

1. There are several ways for a teacher to demonstrate high expectations - through encouraging comments, higher-level questioning, appropriately rigorous assignments, expectations written and posted in the classroom, individual student work plans, etc.

DOMAIN 3: Teacher Leadership

Teachers develop and sustain the intense energy and leadership within their school community to ensure the achievement of all students.

Competencies		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
3.1	Contribute to School Culture	At Level 4, a teacher fulfills the criteria for Level 3 and additionally may: - Seek out leadership roles - Go above and beyond in dedicating time for students and peers outside of class	Teacher will: - Contribute ideas and expertise to further the schools' mission and initiatives - Dedicate time efficiently, when needed, to helping students and peers outside of class	Teacher will: - Contribute occasional ideas and expertise to further the school's mission and initiatives Teacher may not: - Frequently dedicates time to help students and peers efficiently outside of class	Teacher rarely or never contributes ideas aimed at improving school efforts. Teacher dedicates little or no time outside of class towards helping students and peers.
3.2	Collaborate with Peers	At Level 4, a teacher fulfills the criteria for Level 3 and additionally may: - Go above and beyond in seeking out opportunities to collaborate - Coach peers through difficult situations - Take on leadership roles within collaborative groups such as Professional Learning Communities	Teacher will: - Seek out and participate in regular opportunities to work with and learn from others - Ask for assistance, when needed, and provide assistance to others in need	Teacher will: - Participate in occasional opportunities to work with and learn from others - Ask for assistance when needed Teacher may not: - Seek to provide other teachers with assistance when needed OR - Regularly seek out opportunities to work with others	Teacher rarely or never participates in opportunities to work with others. Teacher works in isolation and is not a team player.
3.3	Seek Professional Skills and Knowledge	At Level 4, a teacher fulfills the criteria for Level 3 and additionally may: - Regularly share newly learned knowledge and practices with others - Seek out opportunities to lead professional development sessions	Teacher will: - Actively pursue opportunities to improve knowledge and practice - Seek out ways to implement new practices into instruction, where applicable - Welcome constructive feedback to improve practices	Teacher will: - Attend all mandatory professional development opportunities Teacher may not: - Actively pursue optional professional development opportunities - Seek out ways to implement new practices into instruction - Accept constructive feedback well	Teacher rarely or never attends professional development opportunities. Teacher shows little or no interest in new ideas, programs, or classes to improve teaching and learning

3.4	Advocate for Student Success	At Level 4, a teacher fulfills the criteria for Level 3 and additionally may: - Display commitment to the education of all the students in the school - Make changes and take risks to ensure student success	Teacher will: - Display commitment to the education of all his/her students - Attempt to remedy obstacles around student achievement - Advocate for students' individualized needs	Teacher will: - Display commitment to the education of all his/her students Teacher may not: - Advocate for students' needs	Teacher rarely or never displays commitment to the education of his/her students. Teacher accepts failure as par for the course and does not advocate for students' needs.
3.5	Engage Families in Student Learning	At Level 4, a teacher fulfills the criteria for Level 3 and additionally: - Strives to form relationships in which parents are given ample opportunity to participate in student learning - Is available to address concerns in a timely and positive manner, when necessary, outside of required outreach events	Teacher will: - Proactively reach out to parents in a variety of ways to engage them in student learning - Respond promptly to contact from parents - Engage in all forms of parent outreach required by the school	Teacher will: - Respond to contact from parents - Engage in all forms of parent outreach required by the school Teacher may not: - Proactively reach out to parents to engage them in student learning	Teacher rarely or never reaches out to parents and/or frequently does not respond to contacts from parents.

Core Professionalism Rubric

These indicators illustrate the minimum competencies expected in any profession. These are separate from the other sections in the rubric because they have little to do with teaching and learning and more to do with basic employment practice. Teachers are expected to meet these standards. If they do not, it will affect their overall rating negatively.

Indicator		Does Not Meet Standard	Meets Standard
1	Attendance	Individual demonstrates a pattern of unexcused absences *	Individual has not demonstrated a pattern of unexcused absences*
2	On-Time Arrival	Individual demonstrates a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement)	Individual has not demonstrated a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement)
3	Policies and Procedures	Individual demonstrates a pattern of failing to follow state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc)	Individual demonstrates a pattern of following state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc)
4	Respect	Individual demonstrates a pattern of failing to interact with students, colleagues, parents/guardians, and community members in a respectful manner	Individual demonstrates a pattern of interacting with students, colleagues, parents/guardians, and community members in a respectful manner

* It should be left to the discretion of the corporation to define “unexcused absence” in this context

STUDENT WORK SHOWS EVIDENCE OF CONCEPTUAL UNDERSTANDING, NOT JUST RECALL

	Never Occurred			Very Descriptive	
1. Students use appropriate methods and tools of the subject area to acquire and represent information.	0	1	2	3	4
text analysis, creative or expository writing. discussion, oral presentation, reading, interviews. desktop publishing, manipulatives, models, maps, timelines. calculators, primary sources, drawing, graphs, symbols,					
2. Students develop conceptual understanding.	0	1	2	3	4
organizing information, applying information, considering alternatives, interpreting or evaluating, predicting, comparing, contrasting, analyzing cause & effect, hypothesizing, sequencing, developing a model, simulation, or original creation					
3. Students demonstrate thinking by using vocabulary and fundamental concepts of subject area.	0	1	2	3	4
literary genres, cause and effect, chemical properties, number theory, probability & statistics					
4. Students construct knowledge by manipulating information and ideas to solve complex problems, discover new meaning, and/or develop understanding.	0	1	2	3	4
analyzing a story, discussing a public issue using historical evidence or current data to support an opinion analyzing an environmental problem, using symbolic representation theory building where appropriate.					
5. Students communicate conceptual understanding through elaborated writing, speaking, modeling, diagramming or demonstrating.	0	1	2	3	4
poetry, essays, journals, research papers, letters, response logs, lab reports, dialogue, debate, skit, presentation,					

Comments:

STUDENTS ARE ENGAGED IN ACTIVITIES TO DEVELOP UNDERSTANDING AND CREATE PERSONAL MEANING THROUGH REFLECTION

	Never Occurred			Very Descriptive	
6. Students use an appropriate learning strategy to gain meaning. graphic organizer, mapping, drawing pictures outlining, creating a model, journaling discussion, reference to text	0	1	2	3	4
7. Students rethink (revise) work based on data, self-evaluation and/or constructive feedback from peers/teacher.	0	1	2	3	4
8. Students consider alternatives and/or multiple ways to investigate and problem solve.	0	1	2	3	4
9. Students intentionally reflect on their own learning (metacognition). text to self, other texts, world connections; examining own bias or opinion, critique science lab procedures, math reasoning	0	1	2	3	4
10. Teacher provides focused feedback and questions to students that probe students' conceptual understanding and lead to sense making.	0	1	2	3	4
11. Students and/or students and teacher engage in substantive conversation that builds knowledge and develops critical thinking. literature circle, readers' theatre, discuss writing process, simulation, town meeting, debate, generate hypotheses, share and compare results, discuss conclusions, math reasoning	0	1	2	3	4

Comments:

APPLY KNOWLEDGE IN REAL WORLD CONTEXTS

	Never Occurred			Very Descriptive	
12. Teacher or student connects knowledge to relevant personal experiences.	0	1	2	3	4
13. Teacher or student connects knowledge within or across disciplines <i>or</i> to a real world problem.	0	1	2	3	4
14. Instruction uses community resources or data. guest speakers, materials	0	1	2	3	4
15. Students produce a product or performance for an audience beyond the class. persuasive essay, speech, play, posting student work to a website, letter to the editor, pen pals, brochure, community survey	0	1	2	3	4
16. Students interact with world outside school via field-based experiences or technology.	0	1	2	3	4
Comments:					

STUDENTS ARE ENGAGED IN ACTIVE PARTICIPATION, EXPLORATION AND RESEARCH

	Never Occurred			Very Descriptive	
17. Students work collaboratively to share knowledge, complete projects, and/or critique their work. writing, response partners, reading groups, research groups, lab groups, math problem solving groups	0	1	2	3	4
18. Students generate their own ideas, questions, or hypotheses.	0	1	2	3	4
19. Students plan and/or carry out independent research. choose research topic, information sources, design lab procedures and search for math patterns	0	1	2	3	4
20. Students independently access/use print media, equipment or technology. books, newspapers, maps, graphs, charts	0	1	2	3	4
Comments:					

TEACHER USES DIVERSE EXPERIENCES OF STUDENTS TO BUILD EFFECTIVE LEARNING

	Never Occurred			Very Descriptive	
21. Teacher activates and accesses prior knowledge of students.	0	1	2	3	4
22. Student needs and strengths are accommodated through differentiated learning.	0	1	2	3	4
23. Lesson builds on diverse cultural traditions, student interests and experiences. writing connected to student experience and knowledge, diverse literature, interview family members, lab activities incorporate personal experience, multiple perspectives on numeracy.	0	1	2	3	4

Comments:

STUDENTS ARE PRESENTED WITH A CHALLENGING CURRICULUM DESIGNED TO DEVELOP DEPTH OF UNDERSTANDING

	Never Occurred			Very Descriptive	
24. Lesson presented emphasizes conceptual understanding, not just recall or superficial understanding. comprehension, analysis of literature, support thesis with data, (re)discover theory, math problem solving	0	1	2	3	4
25. Central ideas and concepts of the subject are covered in depth. comprehension , continuity/ change, compare/contrast, cause/effect, number theory, measurement, probability, matter, properties, interdependence	0	1	2	3	4

Comments:

SUMMATIVE ASSESSMENT ALLOWS STUDENTS TO EXHIBIT HIGHER ORDER THINKING AND CONSTRUCT KNOWLEDGE (Choose NA if there was no summative assessment)

	Very Little		Very Descriptive		
26. Assessment requires students to communicate learning through elaborated writing, speaking, modeling, diagramming, or demonstrating.	NA	1	2	3	4
27. Assessment criteria focus on demonstration of knowledge and conceptual understanding of core concepts.	NA	1	2	3	4

Comments:

OVERALL CONCLUSION: HOW CONSTRUCTIVIST WAS THIS LESSON? Circle one answer.

Not at All

Very Little

Somewhat

Very

Attachment 22

The Start-up and Ongoing Operations Plan for Green Meadows Charter School

Task	By Whom	By When	Communications
Apply for the INDOE Charter School Planning Grant	Educational Director	November 1, 2012	Grant proposal and award letter
Identify, and lease or purchase facility	The Founders Group	January 1, 2013	Press release Internal communication system
Recruit faculty and staff	The Founders Group	May 1, 2013	Letters of employment school board minutes
Transportation Plan	Educational Director	December 1, 2012	Proposed contract for board approval
Recruit Students	The Founders Group	March 1, 2013	Press releases, public service announcements, the school website, brochures, broadcast news
Student Lottery	Founders Group and Governing Board	March 8, 2013	Open meeting Enrollment List Waiting List
Purchase equipment, materials, and supplies	The School Leadership Team	June 1, 2013	Purchase orders and financial records approved by the board
Professional development plan	The School Leadership Team	May 1, 2013	Written plan approved by school board
First day of school	Everyone	August 5, 2013	Community wide celebration

Attachment 23
Insurance Coverage for Green Meadows Charter School

July 23, 2012

Mary Barr Goral
Green Meadow Charter School
2517 Country Club Rd.
Nashville, IN 47448

RE: Charter School Insurance Requirements

Dear Mary:

Dezelan Insurance Agency, Inc. has reviewed the insurance requirements contained within the charter school proposal documents for Ball State University. Provided Green Meadow receives a charter and we are fortunate enough to work with you as your insurance agent, Dezelan Insurance Agency, Inc. will ensure the school meets the guidelines as described in the following paragraphs.

General Liability will be offered at \$1,000,000 per occurrence and \$2,000,000 in the aggregate. Automobile Liability, will be offered as Hired and Non-Owned Auto with a combined single limit of \$1,000,000, unless the school purchases autos. Sexual Molestation and Misconduct coverage will be offered at a \$1,000,000 limit that is separate of the General Liability Limits. School Leaders Errors and Omissions would also be offered at separate \$1,000,000 limits. Finally, Employee Benefits Liability and Employment Practices Liability would be offered at \$1,000,000 limits. Workers Compensation and Employers Liability will be offered at \$500,000 each accident, each employee and policy limit.

In addition to these underlying liability limits, umbrella liability of \$2,000,000 would be procured in order to meet authorizer requirements.

While not required by the authorizer, our agency also recommends that the school procure coverage for student accidents at a \$25,000 per occurrence limit.

All business personal property, computers, and any improvements to your building will be insured at full replacement cost with a deductible that meets the school's needs. Employee Dishonesty coverage will be procured at \$100,000 as well as a bond for the treasurer.

Providing a cost estimate at this point is somewhat challenging due to a changing market place and because our staff has not reviewed your budget and proposal. However, we would estimate an annual premium between \$15,000 and \$22,000, which will be impacted by many factors.

Certificates of Insurance, in a form satisfactory to the Chartering Authority, showing evidence of coverage will be provided to the Chartering Authority prior to the commencement of performance of a Charter Agreement. Throughout the term of this Charter Agreement the sponsor will be provided updated certificates of insurance upon expiration of the current certificates.

June 23, 2012
Mary Barr Goral
Green Meadow Charter School
Page 2

Our agency is also prepared to assist you in procuring small group health insurance for your employees as well as a 403(b) retirement plan that can act as a compliment or alternative to the Teachers Retirement and Public Employee Retirement Funds.

Should you or anyone within the chartering authority have any questions regarding Green Meadow's ability to meet these coverage requirements, please feel free to contact me via phone or by e-mail.

Sincerely,

A handwritten signature in black ink, appearing to read 'Martin S. Dezelan', with a horizontal line extending to the right.

Martin S. Dezelan
President

Attachment 24
Budget Worksheets

Green Meadows Charter School**Budget for Planning Year 2011-2012**

Last Revised: 08/02/12

	Jul '11	Aug '11	Sept '11	Oct '11	Nov '11
Income					
Federal Start Up Grant					
Walton Grant	-	-	-	-	-
Contributions					
LISC / LEED Grants	-				
Foundation Grants	-	-	-	-	-
Total Income	-	-	-	-	-
Expenses					
General Admin					
Supplies					
Salary & Wages					
Contracted Admin Support	-	-	-	-	-
Taxes & Benefits					
Community Relations	-	-	-	-	
Total General Admin	-	-	-	-	-
Facilities Expense					
Facilities / Construction	-	-	-	-	-
Accounting Services					
Professional Services					
Maintenance					
Total Facilities Expense	-	-	-	-	-
Technology Expense					
Professional Services		-			
Equipment & Furniture					
Software (Komputrol)					
Total Technology Expense	-	-	-	-	-
Total Expense	-	-	-	-	-
Ending Cash Balance	-	-	-	-	-

Dec '11	Jan '12	Feb '12	Mar '12	Apr '12	May '12	June '12
	25,000	25,000	25,000	25,000	25,000	-
-	-	-	-	-	-	-
				-		
-	-	-	-	-	-	-
-	25,000	25,000	25,000	25,000	25,000	-
	500	500	500	500	500	500
	10,500	10,500	10,500	10,500	10,500	10,500
-	-	-	-	-	-	-
	2,625	2,625	2,625	2,625	2,625	2,625
			1,250	1,250	1,250	1,250
-	13,625	13,625	14,875	14,875	14,875	14,875
-	-	-	-	-	-	-
	7,000	1,200	1,200	1,200	1,200	1,200
	-	-	-	-	1,600	-
	-	-	-	350	350	-
-	7,000	1,200	1,200	1,550	3,150	1,200
-			-		5,000	5,000
	2,000	-			-	-
-	2,000	-	-	-	5,000	5,000
-	22,625	14,825	16,075	16,425	23,025	21,075
-	2,375	12,550	21,475	30,050	32,025	10,950

TOTAL
125,000
-
-
-
-
125,000

3,000
63,000
-
15,750
5,000
86,750

-
13,000
1,600
700
15,300

10,000
- Copier, furn & equipment
2,000
12,000

114,050
10,950

Attachment 25

Budget Narrative

Financial Plan

1. Systems and processes by which the school will manage accounting, purchasing, payroll, and audits.

The Green Meadows Charter School has been working with Beth Reynolds at Bookkeeping Plus on the financial and business management of the school. Most recently, Ms. Reynolds has helped the Founding Group review and revise the GMCS budget. In consultation with Bookkeeping Plus, GMCS has identified its business management needs and has budgeted for Bookkeeping Plus' highest level of support for the first five years of operation.

Bookkeeping Plus responsibilities would include:

- Pay all bills upon receipt of approved vouchers from the school
- Prepare financial statements for Board meetings
- Management of grant reports
- Coordinate with auditors to provide timely information
- Record all receipts/deposits
- Prepare purchase orders when required
- Monthly bank reconciliations
- Maintain chart of accounts using account numbers required by SBOA
- Maintain records in both QuickBooks and Komputrol for ease of reporting to various parties
- Preparation of quarterly reports and payments for TRF and PERF for all employees
- Prepare payroll entries upon receipt of payroll information from appropriate entity
- Help in setup process of accounting and record keeping
- Help with budgets as needed
- Assist school adhere to the budget
- Maintain records for the SBOA auditors and assist during audit for a smooth process
- Prepare monthly financial statements
- Prepare reports for authorizer for analyze
- Assist with initial process of ordering SBOA approved forms
- Assist in setting up payroll services
- Setup Komputrol and QuickBooks for financial reporting
- Answer and assist with any questions regarding the finances of the school
- Assist in getting procedures in place for easy flow
- Help with grant management
- Prepare grant reports as needed
- Help with grant proposals
- Work with the business manager at school level to efficiently prepare information
- Overall financial management for school as requested

Green Meadows Charter School has articulated its need and desire to build internal capacity to maintain a financially robust school, which includes the capacity to manage all financial and business aspects of the school in an ethical and fiscally responsible manner. As a result, in addition to the responsibilities above, Bookkeeping Plus will work with the GMCS Governing Board and Business Manager on the intricacies of charter school finance.

2. Charter Application Budget Worksheets

See **Attachment 24**

3. Detailed description of assumptions and revenue estimates

In creating a preliminary budget for Green Meadows Charter School, the Founders Group studied and analyzed numerous charter school statements of intent, prospectus, and full charters, as well as consulting with charter school leaders, financial analysts, and the Indiana Department of Education. The operating budget has been developed by Book Keeping Plus with collaboration of our founding members. The estimates used in the budget are conservative in that we have underestimated revenues and overestimated expenditures. The Green Meadows Charter School will open in the fall of 2013 with 300 students and will increase by fifty students each year until enrollment reaches 425, which will be in year four.

Revenue Assumptions

Per Pupil Funding (based on $\frac{1}{2}$ 275 ADM at \$6,167 each)

Total Revenue = \$847,963

Federal Charter School Start-up Grant

Total Revenue = \$150,000

Common School Loan (Calculated using the formula outlined in Indiana code)

Total Common School Loan Revenue = \$847,963

Facility Grant

Total Revenue = \$55,000

Full Day Kindergarten (50 students at \$2,400 each)

Total Revenue = \$120,000

Title I (based on free and reduced lunch at 70%)

Total Revenue = \$ 77,000

Title II (Professional Development for highly qualified teachers)

Total Revenue = \$10,000

Special Ed Funding

Total Revenue = \$34,375

Other Funding (Textbook Reimbursement and E-rate)

Total Revenue = \$11,000

Grand Total Revenue: \$2,153,301

Expenditures: Year One

Salaries

- Education Director: \$50,000
- Business Manager: \$45,000
- Assistant Director (Part-time): \$25,000 – is mistakenly combined with the Education Director on the salary assumption worksheet
- Community Coordinator/EFS (3/4 time): \$30,000
- Receptionist (Part-time)/Health Aide (Part-time): \$20,000
- Twelve Classroom Teachers: \$40,000/teacher
- One Special Education Teacher: \$40,000
- Nine Part-Time Aides: \$11,520/aide
- Four Part-Time Specialized Teachers: \$20,000/teacher
- Life Skills Coordinator (Part-time): \$20,000
- Custodian: \$20,000

Benefits

Employee insurance will be provided for a cost of \$4,500 per employee, for all employees besides the aides and part-time specialized teachers. TRF/PERF was calculated at 7.5% for all employees. Payroll taxes were calculated at 7.65% and are listed in additional costs below.

Staffing Levels

The Green Meadows Charter School staffing level adds two classroom teachers with the addition of 50 students each year until max capacity is reached in year four. Each teacher will have an estimated twenty-five students per class. Each kindergarten, first, and second grade classroom will have a full-time aide while the third, fourth, and fifth grade classes will share a part-time aide for each grade. The number of aides will increase as the enrollment increases each year.

Instructional Expenses

- Salaries and Wages: \$723,680
- Payroll taxes and Benefits: \$189,238
- Supplies/Material/Equipment: \$89,000
- Professional Expenses: \$42,450
- Training Expenses: \$15,500
- Other Expenses: \$16,000

General and Administrative Expenses

- Salaries and Wages: \$190,000
- Payroll taxes and Benefits: \$64,185
- Supplies/Material/Equipment: \$18,000
- Professional Expenses: \$71,239
- Community Relations: \$6,700
- Other Expenses: \$3,500

Facilities Expenses

- Supplies/Materials/Equipment: \$132,000
- Rent/Leasehold Improvements: \$156,000
- Professional Services: \$15,800
- Utilities/Property Tax: \$34,000
- Insurance Expense: \$30,350

Technology Expenses

- Supplies/Materials/Equipment: \$50,000
- Professional Services: \$18,000

Other Expenses

- Transportation Expense: \$75,000
- School Lunch: \$1,200
- Other Expenses: \$1,200

Grand Total Expenses: \$1,943,042

a. Per-Pupil Revenue.

Grades 1- 5:

Green Meadows Charter School will reside in Monroe County and we anticipate over 95% of the school population will come from Monroe County. Because of this estimation of student population, the per-pupil payment for GMCS is \$6,167 for students in grades 1-5. With the total number of students in these grades being 250, the total per pupil revenue for grades 1-5 will be \$1,541,750.

Kindergarten:

Per-pupil funding for the kindergarten student population was calculated at half of the rate for Monroe County, which would be \$3,083.50. It is projected that there will be 50 kindergarten students. The full day kindergarten grant amount was estimated at \$2400 per student, based on the Indiana figures from the 2011-2012 school year. Given the half-rate for kindergarteners and the grant amount, total revenue for kindergarten will be \$274,175.

b. Anticipated Funding Sources.

Green Meadows Charter School has been in discussions with Old National Bank and that financial institution will be the anticipated loan holder for any needed loans on the school.

c. Contingency plan to meet financial needs.

GMCS will hire an Assistant Director and Business Manager with experience in, and commitment to, fund development. The Educational Director along with the Assistant Director will be expected to submit grant applications, plan fundraising events, and pursue private donors. Book Keeping Plus, an expert in charter school budgets, will have an incredible influence in balancing budgets and keeping cash flow in the positive. In addition, should Green Meadows Charter School have cash flow challenges, the plan laid out in section 3d of this application shall be implemented.

d. Year 1 cash flow contingency, in the event that revenue projections are not met in advance of opening.

Green Meadows Charter School has budgeted based on what is reasonable, rather than the best-case scenario so we feel we have a conservative, realistic expectation for our income and needs. Additionally, our expenditure assumptions are based on research including consulting Bookkeeping Plus, and other local charters. Our Founders Group includes members with financial expertise, including those with experience as a current charter school leader, grant writer, and a member who has several years of experience in developing and writing budgets. Should Green Meadows Charter School experience any decrease in expected revenue, the following plan(s) will be implemented:

- The Governing Board will put a freeze on all salary raises and even reduce salaries, as necessary until the budget can be balanced.
- Administrative staff and aides will be expected to fill in as substitute teachers once weekly, as necessary.
- GMCS will actively fundraise from community sources.
- The Governing Board will review staffing levels and eliminate jobs if necessary, if the enrollment numbers do not support the proposed staffing positions.

4. Annual audit of the financial and administrative operations of the school.

The Green Meadows Charter School will compile and make available an annual written report and evaluation of its educational program and general operations in accordance with the approved charter and applicable state and federal laws. The annual report will include an evaluation of the fulfillment of the charter's purposes and goals, as well as an evaluation of financial operations. These evaluations will be implemented in the form of annual program and financial audits. The Green Meadows Charter School Governing Board will work with Bookkeeping Plus and will appoint an audit sub-committee, composed of independent non-staff Green Meadows Charter School members, to assist in fulfilling its fiscal oversight responsibilities. Duties of the committee will include:

- Overseeing the integrity of the proposed school's financial accounting process and systems of internal controls regarding finance, accounting and use of assets

- Assuring the independence and performance of the independent auditors, as well as of school employees responsible for financial operations
- Providing an avenue of communication among the proposed school's independent auditors, management, staff, and the Green Meadows Charter School

The audit committee will have the authority to conduct any investigation appropriate to fulfilling its responsibilities, and it will have direct access to the independent auditors as well as to anyone in the organization. An independent auditor will conduct the yearly fiscal audit of Green Meadows Charter School. The audit will be conducted in accordance with generally accepted accounting principles applicable to the school and will verify the accuracy of the financial statements, attendance and enrollment accounting practices, accounting practices, and review the internal controls.

Financial Management Capacity

Team's individual and collective qualifications for implementing the Financial Plan successfully.

The Founding Group

The GMCS Founders Group has experience with budgets and financial management from a school level and from an outside contracted company. Two of the Founders Group members have extensive experience in grant writing and one of the founding group members has been responsible for developing and maintaining budgets for several years. The founding group realizes that the financial management of a charter school creates unique challenges and intricacies, so we have enlisted the help and services of community representatives with a diverse set of financial, legal, and business skills, as well as school finance experts and service providers.

The Governing Board

Green Meadows Charter School Governing Board oversees the school's financials. While school leadership and contracted business management consultants will hold primary responsibility for creating and maintaining a sound budget, they will report directly to the Governing Board, who will ultimately approve and be responsible for all of the school's budget and financial matters.

The Governing Board will be responsible for:

- Creating an annual operating budget for the school.
- Meeting monthly with school leadership to review the budget and address any concerns or issues, and planning for financial growth, development, and sustainability.
- Developing an annual financial timeline for the school.
- Developing the Green Meadows Charter School finance manual.
- Ensuring proper accounting and reporting practices.
- Creating a systematic fundraising plan for the school.
- Reviewing and evaluating the school's relationship and contract with any outside accounting, bookkeeping, and other service providers.

The Green Meadows Administrative Management Team

The Business Manager, Assistant Director, and Educational Director will be responsible for the day-to-day financial management and reporting at the building level. The Educational Director will work within the proposed budget and will make all budget decisions based on The Green Meadows Charter School core beliefs, mission, and educational program. The Educational Director and the Business Manager will meet at least monthly with the Governing Board and will consult with that group as needed throughout the year. In addition, the Green Meadows Charter School will have a contract with Bookkeeping Plus for bookkeeping and accounting. The Educational Director and Business Manager will work closely with Bookkeeping Plus to build internal financial capacity for the school. There will be quarterly budget meetings to review the current year's budget, prepare for reporting and audits, and prepare the operating budget for the next fiscal year.

Appendix A

Expanded Core Beliefs

We believe in fostering a respect, reverence and love for people, the natural world, for animals and plants, for the air that we breathe and the food that we eat. Underlying the cultivation of love, compassion and respect for the earth and all living creatures is the foundational principle of the interconnectedness of all life. A student's overall health and well-being is directly related to the health and well-being of others in the learning community, as well as to that of the larger local community, and planet. Students will engage in experiential and meaningful activities that emphasize personal responsibility and stewardship, and be encouraged to see how their own choices and decisions impact the greater community, both locally and globally. Practices involving conservation and sustainability will be emphasized, and direct connections will be made between the natural world and the conveniences of our modern life. While the challenges present in our world will be brought to the awareness of the students, an attempt will be made to overlay these realities with a larger template of goodness, beauty and truth, giving the students a positive picture of the world, which emphasizes the contributions and gifts that each child brings.

We honor our relationships with one another, and believe that we are here to be of service to ourselves, others and the larger community, and to create empowering conditions for our students, faculty, and parents. A healthy school community is made up of individuals committed to working together, attentive to forming long-term and reciprocal relationships of mutual respect and responsibility, and dedicated to creating a positive learning environment for all. Learning together in the classroom, is primarily a social activity, and we know that strong, extended and meaningful interpersonal relationships between students, teachers and parents can result in increased student motivation, as well as improved learning outcomes. Compassionate, respectful social interactions are not only the means by which successful communication and learning take place, but provide learning experiences in and of themselves, that will serve students far beyond the years of their formal education.

We believe in the importance of a Waldorf-inspired curriculum and pedagogy infused with social justice and environmental education. A curriculum inspired by Waldorf education aspires to awaken imagination and wonder in children and enliven and expand the breadth of student learning, bringing joy into the classroom. Through our Waldorf-inspired curriculum, we will address the developmental needs of all children, through integrated, art-filled learning and strengthen literacy and numeracy with innovative and practical pedagogical methods. Because we believe in a curriculum infused with social justice, we intend to enhance and enliven the multicultural aspect of history and language arts through stories, myths, folk tales and legends of various cultures. In addition, we will use creativity in the classroom while nurturing emotional intelligences, kindness and responsibility through character building activities. We believe that students of a variety of backgrounds will benefit with this experiential and integrated approach to teaching and learning. Finally, by infusing our curriculum with environmental education, we will teach children about the natural world through place-based education, gardening, and a reverence and respect for the earth woven into all aspects of their day.

We believe in a school based on equity for all, where each individual is worthy of love and respect and has assets to share with the school and larger community. Our school's culture is founded on the premise that each child brings a unique set of gifts, talents, preferences and strengths to the learning environment, while at the same time reflects the whole of humanity in his or her desire to be valued, loved and appreciated. Our approach can best be described as holistic in nature, that is, a multi-disciplinary approach that speaks to all facets of the human being - mind, body and spirit. This method, which seeks to connect to the whole child, endeavors to provide entry points through which each child can enter into the curriculum, not solely by way of the intellect, but also through physical movement, and the creative and practical arts. It is the work of each instructor, as well as the entire school community, to nurture the spirit and growth of each student and build on his or her individual assets and confidence.

We honor the environment and believe in modeling environmental sustainability through the green building where our school will be housed, the landscape around the school and the sustainable social environment that will be created at our school. We intend to awaken a sense of awe and wonder in children through an experiential, developmentally appropriate experience in nature. Children will be immersed in the natural world and will be shown the joy of purposeful work and how to contribute to the school and greater community through actual hands-on experiences in the garden and on school grounds. By grounding children through real work, they will discover the interconnection between healthy foods, a healthy body and a healthy planet, and will in turn develop a deep reverence and respect for the plants and animals that sustain us. Attending school in a "green building" benefits students and faculty physically through the healthy indoor air quality, natural lighting, and natural beauty and emotionally through the daily honoring of each person's aesthetic sense and sensibility.

We believe in offering academic rigor in a relaxed, safe context. This includes the freedom and security for students, teachers and parents to explore, satisfy curiosity, ask questions and to question with a sense of safety and responsibility. When secure in the mutual respect, trust, acceptance and caring for everyone in our school and community, we are free to recognize our assets and share these talents for the benefit and success of all. Through the exploration of topics of immediate relevance to our world, students, parents, and teachers alike prepare to successfully address the current and future issues and challenges of our communities. Questioning, exploring, wondering and taking action are encouraged and supported, for and by all, in the pursuit of learning in greater depth and performing at higher levels. Through this process, we learn, grow, and reach our potential together. The education and success of all is the shared responsibility of all.

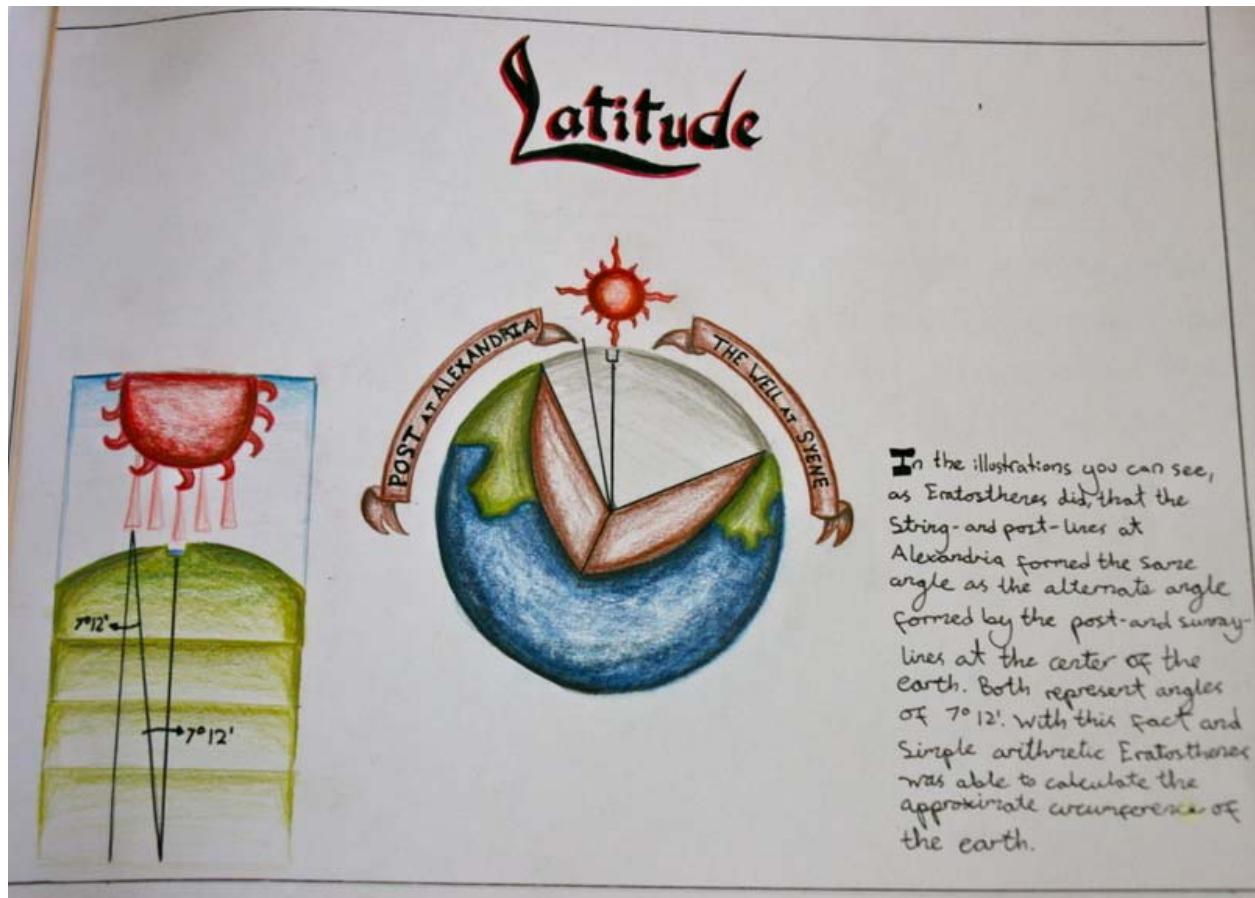
We believe that by teaching all students how to acquire and construct knowledge, think creatively and critically and apply learning, we enable each student to reach higher levels of academic potential. We believe that igniting and stoking each student's passion for learning is a critical element of our school's culture. At our school, teachers, parents and staff are collaborators in each student's learning and development. By teaching all students how to learn and providing scaffolds to support the personalized learning of each student, we provide the foundation that enables every student to reach his or her unique learning potential. By providing cognitive and

emotional support through encouragement and assistance for each child to take risks, we nurture the development of a child's lifelong love of learning. This collaborative journey, while addressing individual learning styles, talents and skills, will transform students and inspire each to be an agent of good at school, at home and in the community.

Appendix B
Sample Main Lesson Book Entries
First Grade Math



Sample Main Lesson Book Entries Sixth Grade Geography



Appendix C

End of Year Report (First Grade)

STUDENT A

If I were to ask any observer to watch the children during any part of the day and tell me “which one of these students did not attend pre-school or kindergarten with the others?” they never would identify Student A. She has made a seamless transition into the class. And what a sense of humor! She memorably decided she was an eagle and “flew” off a rock on one of our walks. She landed without harm. “I can fly!” she exclaimed, then stumbled and fell, causing her to admit “I have landing issues.”

Socially, Student A has made her way into my heart and that of her classmates. She plays with various individuals and groups on the playground, but she tends to seek the company of girls far more than boys. I’m happy to say she increasingly forgets that she “doesn’t like boys” and plays right alongside them in an interesting activity. She sometimes can be chatty or silly in class, but is respectful and comes back to form quickly. Student A has perhaps been the very best “Knight of Wounded Hearts” this year. She is deeply sympathetic and consoling, feeling the other’s physical or emotional hurt.

In Language Arts this year, Student A demonstrated mastery of letter formation and letter names with the corresponding sound(s). She can hear letter sounds in a spoken word and chooses the right letters to spell words in a phonics game. She proposes alternative animals for our “A is for Alligator” circle game, She listens intently, and readily demonstrates her speech and memory skills in our spoken work. She writes neatly and with virtually no “reversals” or other errors. I have noticed that Student A has a “lisp,” but I am unsure as to whether this is related to a loss of teeth or whether she may need special assistance with speech. The school has done basic screening, and we will let you know of whether any additional assessment is indicated.

Student A has taken to Mathematics with ease. While drawing the pictures for a main lesson page is always her favorite math activity, she does have age-appropriate skills in numeracy. She volunteers and answers correctly during mental math reviews, and indicates her understanding of the four basic processes (addition, subtraction, multiplication and division) by accurate use of manipulatives. In circle, Student A moves in rhythm when counting, and counts with the class by twos, threes, fives and tens. She writes neatly and with virtually no “reversals” of the numerals.

Physically, Student A is well-coordinated and participates in all circle activities. She rarely drops a beanbag, uses rhythm sticks appropriately, skips, hops, runs, and moves backwards. She enjoys, and is quick to learn, new handclapping games. She has age-appropriate knowledge of body geography and rarely mixes up left and right. She’s a good rope jumper. She sometimes plays quietly, alone or with another friend or two, imaginatively building and creating at recess, and on occasion is more active, assuming the role of an animal in whatever adventure a larger group has invented. Her fine motor skills are quite good.

In the Arts, Student A excels. Her work expresses talent, whether in main lesson pages, Form Drawing, Painting, or creation of a gnome home or toad abode. Student A’s work exhibits a good sense of space and proportion, a balanced color palette, and careful observation and execution of given forms and images. In creating main lesson pages and other group work, students are encouraged to imitate the teacher’s work and to develop specific drawing skills, particularly with

block crayon. Student A has had to be reminded to not “embellish” her drawings with, for example, bright red lips and eyelashes on faces, sunglasses on the sun, random stars and hearts and the like. Her free renderings, also skillful, are an appropriate venue for her imitation of popular icons. She does take care and pride in her work, and has responded well to this distinction and, moreover has asked on occasion to redo pages that others would be happy to have produced. The endeavor of beeswax modeling has more to do with persistence than creativity, and a student’s quality of persistence often depends on other physical and emotional variables of the day. Student A’s beeswax creations are usually well-formed, and she appears to enjoy the activity. Student A’s paintings are usually bold, vibrant and beautifully rendered. She clearly loves the world of color and form! Her Flute skills are progressing appropriately, and she sings on pitch and enthusiastically.

In Nature Studies, Student A is developing a love and respect for the natural world, and enthusiastically engages with it. She creates beauty out of found objects and enjoys getting into the muck and splashing around! She has learned to love, seek out, pet and make homes for toads and salamanders, but still squeals at the sight of a spider. She’s been very engaged with our chocolaterie during the rainy season (mud donuts with pine straw sprinkles, anyone?) and a recent water channel engineering project.

In conclusion, Student A has had a wonderful first grade year. She is dramatic, exuberant and melancholic by turns. Her “broken legs” and other injuries often just needed a trip to the office with the Knight of Wounded hearts for an ice pack to effect a complete and prompt recovery. There have been times when Student A has expressed excessive distress over a minor glitch in her day, and consolation through a teary episode reveal the changing circumstances of her family life are at the root. By the same token, there could be no better “eagle” on the Kapiti Plain than Student A, “dropping her feather to change the weather.” She soars, and with love, we can help her work through her “landing issues.”

Student A has developed age-appropriate, or better, skills in all areas. I’m suggesting that all children add throwing and catching games with a ball to summer physical activities. You could play simple mental math games, or talk to yourself out loud if you are counting change, measuring ingredients and doubling a recipe, asking her to chime in and help. Playing a dice game to perform simple addition and subtraction with the goal of being the first to reach 100 would be another good activity. I’m asking all parents to read to their children daily. They need complex and rich texts just for the pleasure of the beauty of language and ideas. This will also help them gain familiarity with sophisticated sentence structure and build vocabulary. They also need easy reader texts, which serve to further develop their reading skills. In these simple books, you might pause and ask her to find where you stopped, ask if she can find certain words on the page, and even take turns reading short, simple passages. It should all be fun and not forced, with the intent of bolstering her confidence and delighting in what she knows after a year of school!

Student A is an absolute delight, and I look forward to seeing her in my class next year.

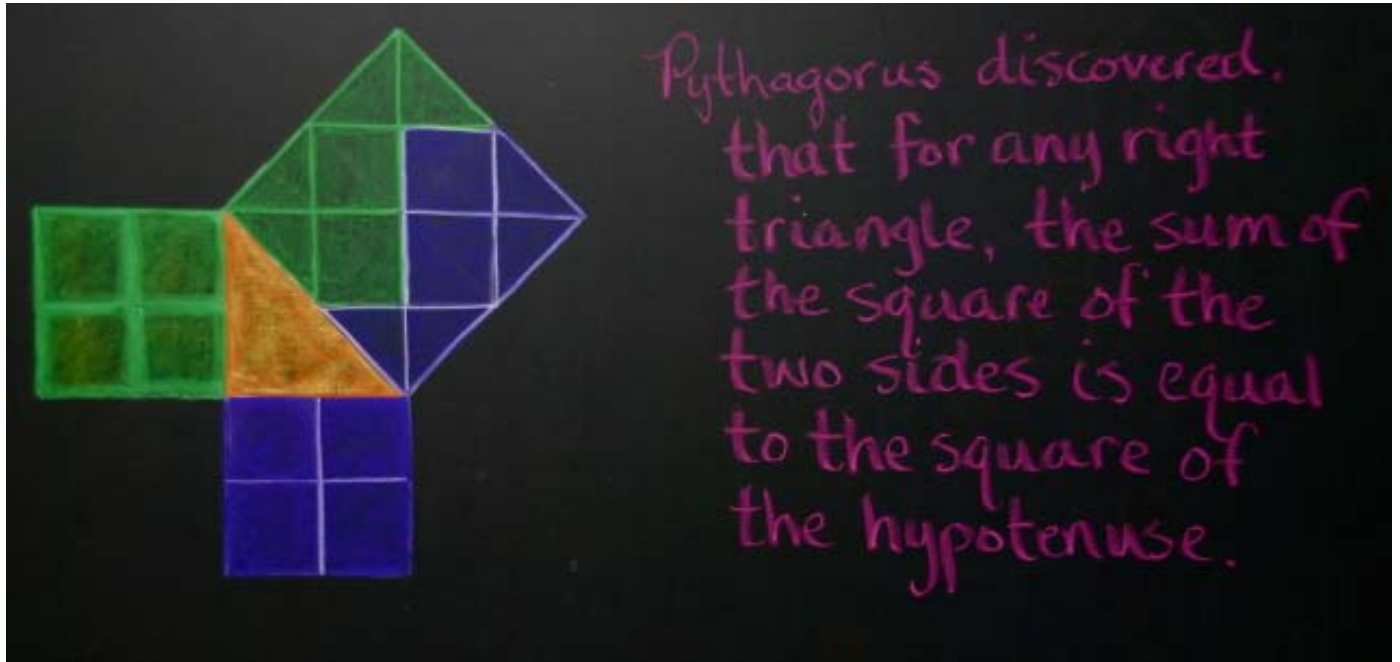
Appendix D

Explanation of Eurythmy

Eurythmy is an art of movement founded by Rudolf Steiner. It is based on language and tone and can be described as 'visible speech and song'. Each vowel and consonant has its own gesture as do tones in music. In music, Eurythmy brings to view melody, harmony, beat, major and minor, the quality of the different keys, and the changing mood of a composition. In speech, Eurythmy can be used to interpret a poem by forming various vowels and consonant of the words.

Eurythmy class in an elementary/middle school includes training and practice of all kinds. Children in the early grades learn the vowels and consonants through gestures. Older children work on spatial geometric forms, such as squares, rectangles, triangles and stars. The forms can become very complicated, requiring students to think spatially, to concentrate and to be awake in their movements. Coordination, harmonization and the social interdependence of the group are all benefits of Eurythmy.

Appendix E
A blackboard drawing of the Pythagorean theorem



Appendix F

Photographs of Waldorf Classrooms



Appendix G

Main Lesson Block Rotation for Grades K-8

8th Grade (Blocks are 3 weeks long)

- Chemistry II
- Us History
- Geometry (3D and Solid)
- Short Stories (reading and writing)
- Physics
- World Geography
- Algebra
- US History
- Class Play (Shakespeare Drama)
- Meteorology
- Human Anatomy and Physiology
- Education for Sustainability

7th Grade (Blocks are 3 weeks long)

- Chemistry I
- The Renaissance
- 2D Geometry
- Creative Writing, Poetry reading and writing
- Physics – Electricity, Magnetism, Mechanics
- The Reformation
- Pre-Algebra
- World Geography
- Class Play (Drama)
- Health and Nutrition, Intro to Physiology
- Astronomy
- Education for Sustainability

6th Grade (Blocks are 3-4 weeks long)

- Roman History
- Pre-Algebra
- Biographies (reading and writing)
- Physics (Sound and Light)
- The Crusades
- Business Math
- Class Play (Drama)
- Geometric Drawing
- Geology
- Medieval History
- Education for Sustainability

5th Grade (Blocks are 3-4 weeks long)

- Greek Mythology
- Botany
- The Metric System
- Ancient Cultures (India, Persia, Mesopotamia, Egypt)
- Zoology
- Greek History
- Higher Level Math Skills and Beginning Business Math (Economics)
- Class Play (Drama)
- US History, Government and Geography
- Education for Sustainability

4th Grade (Blocks are 3-4 weeks long)

- Norse Mythology
- Review/Higher Level Algorithms/Long Division
- Local Geography
- Human and Animal (Zoology)
- Fractions I
- Class Play (Drama)
- Grammar
- Fractions II/Decimals
- Local/State History
- Education for Sustainability

3rd Grade (Blocks are 3-4 weeks long)

- Creation Stories from Around the World
- Measurement
- Farming
- Grammar
- Shelters – building and studying
- Class Play (Drama)
- Time and Money
- Native American Stories
- Higher Level Algorithms
- Nature Studies

2nd Grade (Blocks are 4 weeks long)

- Fables
- 4 Processes
- Legends
- Place Value
- Nature Studies
- Time and Money
- Class Play (Drama)
- Higher Level Algorithms
- Celtic Legends

1st Grade (Blocks are 4 weeks long)

- Form Drawing

- Reading, Phonics and Writing through Fairy tales
- Quality of Numbers/Number Sense
- Reading, Phonics and Writing through Fairy Tales
- 4 Processes
- Class Play (Drama)
- Nature Studies
- Reading, Phonics, and Writing through Fairy Tales
- Basic Facts to 100 (all 4 processes)

Kindergarten (Blocks are 4 weeks long)

- Form Drawing
- Letter Stories (Consonants)
- Number Stories
- Letter Stories (Vowels)
- Nature Studies
- Number Sense
- Letter Stories (Consonants)
- Reading, Writing, Phonics
- Quality of Numbers

Appendix H

List of Teacher Resources

Art

1. Berger, Thomas, *The Christmas Craft Book*
2. Berger, Petra and Thomas Berger, *The Easter Craft Book*
3. Berger Thomas, *The Harvest Craft Book*
4. Berger, Petra, *Feltcraft; Making Dolls, Gifts and Toys*
5. Brooking-Payne, Kim, *Games Children Play*
6. Bücken, Hajo, *Button, Button, Who's got the Button*
7. Burakoff, Gerald, *Play Recorder*
8. D'Aulaire, Edgar Parin and Ingri D'Aulaire, *Book of Greek Myths*
9. D'Herbols, Liane Collot, *Light, Darkness and Colour in Painting Therapy*
10. Dubach-Donath, Annemarie, *The Basic Principles of Eurythmy*
11. Wilkinson, Roy, *Teaching Practical Activities*
12. Hunt, Jean and Mary Nash-Wortham, *Take Time*
13. Jaffke, Freya, *Toymaking with Children*
14. Keller, Ellen, *Sidewalk Chalk Games*
15. Kraul, Walter, *Earth Water Fire and Air*
16. Leeuwen, M v and J Moeskops, *The Nature Corner*
17. Livingston, Patricia and David Mitchell, *Will-Developed Intelligence*
18. Loewe, Hella, *Basic Sculptural Modeling: Developing the Will by Working with Pure Forms in the First Three Grades*
19. McAllen, Audrey, *The Extra Lesson*
20. McAllen, Audrey, *Sleep; An Unobserved Element in Education*
21. Meyerbröker, Helga, *Rose Windows and How to Make Them*
22. Monges, Lisa D, *Eurythmy Exercises*
23. Schindler, Maria, *Pure Colour*
24. Schubert, Ernst and Laura Embrey-Stine, *Form Drawing Grades One through Four*
25. Stiener, Rudolf, *Understanding Young Children*

Language Arts

1. Aepli, Willi, *Biography and Waldorf Education*
2. Alfred, Suellen, Sandy Smith and Betty D. Roe, *Teaching Through Stories: Yours, Mine, and Theirs*
3. Arbuthnot, May Hill, *The Arbuthnot Anthology of Children's Literature*
4. AWSNA, *Possible Source Material and Basic Book List*
5. Barton, Bob and Booth David, *Story Works*
6. Cornett, Claudia E. *Creating Meaning through Literature and the Arts*
7. Diller, Debbie, *Practice with Purpose*
8. Ditzel, Resi J., *Great Beginnings*
9. Dunn, Patricia A., *Talking, Sketching, Moving*
10. Fenner, Pamela Johnson and Karen L. Rivers, *Waldorf Student Reading List*
11. Garlieb, Malisa, *Literacy Learning in a Waldorf Classroom: A Meditation on Briar Rose*
12. Gillard, Marni, *Story Teller Story Teacher*
13. Gladich, Joen and Paula A. Sassi, *The "Write" Approach Book I*
14. Gladich, Joen and Paula A. Sassi, *The "Write" Approach Book II*
15. Greer, Anna, *The Power of Grammar; A Phenomenological Approach*

16. Hall, Donald, *Contemporary American Poetry*
17. Harrer, Dorothy, *An English Manual; Compiled from Lessons in the Elementary School*
18. Heider, W. M. Von, *And then take Hands*
19. Holbook, Sara, *Practical Poetry*
20. Intrator, Sam M. and Megan Scribner, *Teaching with Fire*
21. Jaffke, Christoph, *Tongue Twisters and Speech Exercises*
22. King, Nancy, *Storymaking and Drama*
23. Kipling, Rudyard, *The Best Fiction of Rudyard Kipling*
24. Koch, Kenneth, *Rose, where did you get that red?*
25. Les Parsons, *Expanding Response Journals in All Subject Areas*
26. Maier, Magda and Christoph Jaffke, *Poems for the Middle and Upper School*
27. Martin, Michael, *The Little Series; St. Martin*
28. Matthews, Paul, *Sing Me the Creation*
29. McAllen, Audrey E., *Teaching Children to Write*
30. Mellon, Nancy, *Storytelling and the Art of Imagination*
31. Meyer, Rudolf, *The Wisdom of Fairy Tales*
32. Miller, Debbie, *Reading with Meaning*
33. Miller, E. Ethelbert, *In Search of Color Everywhere A Collection of African-American Poetry*
34. The National Storytelling Association, *Many Voices; True Tales from America's Past*
35. The National Storytelling Association, *Tales as Tools*
36. O'Conner, Patricia T., *Woe is I*
37. Peckham, Margaret, *Fairy Tales*
38. Perrin, Robert, *Pocket Guide to APA Style*
39. Perrow, Susan, *Healing Stories for Challenging Behaviour*
40. Polikoff, Daniel J., *Pzrzival, Gawain; Two Plays*
41. Publications International, LTD., *Classic Children's Stories*
42. Rose, Michael, *Living Literacy*
43. Rubright, Lynn, *Beyond the Beanstalk*
44. Samson, Donald, *The Dragon Boy*
45. Sblendorio, Christopher, *The Falconer*
46. Schwartz, Eugene, *Plays for Children and Communities*
47. Schwartz, Eugene, *Wish, Wonder, Surprise*
48. Streit, Jakob, *Geron and Virtus*
49. Streit Jakob, *The Star Rider and Anna McLoon*
50. Strunk, William Jr. and E.B. White, *The Elements of Style*
51. Verscuren, Ineke, *The Easter Story Book*
52. Ward, William, *Hawthorne Valley Harvest; A Collection of Plays for the Elementary Grades*
53. Whitman, Walt, *Complete Poetry and Selected Prose*
54. Williams, Oscar, *The New Pocket Anthology of American Verse*
55. Wilkinson, Roy, *The Interpretation of Fairy Tales*
56. Wilkinson, Roy, *The Norse stories and their Significance*
57. Wilkinson, Roy, *Teaching English*
58. Wynstones Press, *Autumn; Poems, Songs and Stories*
59. Wynstones Press, *Gateways; Poems, Songs and Stories*
60. Wynstones Press, *Spring; Poems, Songs and Stories*
61. Wynstones Press, *Summer; Poems, Songs and Stories*
62. Wynstones Press; *Winter; Poems Songs and Stories*
63. Zaid, Gabriel, *So Many Books*

Mathematics

1. Andersen, Henning, *Active Arithmetic!*
2. Baravalle, Hermann von, *Geometric Drawing and the Waldorf School Plan*
3. Baravalle, Hermann von, *The Teaching of Arithmetic and the Waldorf School Plan*
4. Baravalle, Hermann V., *The Waldorf Approach to Arithmetic*
5. Franceschelli, Amos, *Algebra; Mathematics for Grades 6, 7 and 8*
6. Glass, Julie, *The Fly on the Ceiling; A Math Myth*
7. Harrer, Dorothy, *Math Lessons for Elementary Grades*
8. Jarman, Ron, *Teaching Mathematics in Rudolf Steiner Schools for Grades I-VIII*
9. Kretz, Harry, *Triangle, Circle and Soul*
10. Schneider, Michael S., *A Beginner's Guide to Constructing the Universe*
11. Schubert, Ernst, *First Steps in Proven Geometry*
12. Swanson, Herb, *Geometry for the Waldorf High School*
13. Wilkinson, Roy, *Teaching Mathematics to Age 14*
14. Wilkinson, Roy, *Teaching Mathematics*

Music

1. Almon, Joan, *A Deeper Understanding of the Waldorf Kindergarten*
2. Baker, Diane, Anne Hill and Starhawk, *Circle Round*
3. Betteridge, Barbara Dawson, *Whittle Your Ears*
4. Blanning, Nancy, *Meeting the Needs of the Child Today*
5. Burgess, Donna, *Dancing through School Vol. 1*
6. Chase, Richard, *Old Songs and Singing Games*
7. Darian, Shea, *Seven Times the Sun*
8. Fitzjohn, Sue, Judy Large and Minda Weston, *Festivals Together*
9. Haren, Wil van and Rudolf Kischnick, *Child's Play 1 and 2*
10. Haren, Wil van and Rudolf Kischnick, *Child's Play 3*
11. Heider, Molly von, *Looking Forward*
12. Jones, Betty, *A Child's Seasonal Treasury*
13. Lebet, Elisabeth, *Shepherd's Songbook for grade I, II and III of Waldorf Schools*
14. Lonsky, Karen, *A Day Full of Song*
15. Masters, Brien, *The Second Waldorf Songbook*
16. Slayton, Tamara, *The Little Cycle Celebration Book*
17. The Society of Brothers, *Sing through the Seasons*
18. Willwerth Kundry, *Let's Dance and Sing*

Social Studies/ History

1. Bigelow, Bill and Bob Peterson, *Rethinking Globalization; Teaching for Justice in an Unjust World*
2. Brierley, David L., *In the Sea of Life Enslaved*
3. Cantor, Norman F., *Medieval Lives*
4. Cook, Susan, *Biographies for 8th Grade History*
5. Curtis, Natalie, *The Indian's Book*
6. Fuchs, Thomas, *A Concise Biography of Adolf Hitler*
7. Kovacs, Charles, *The Age of Revolution*
8. Jayasuriya, Erica, *Traditions*

9. Lindenberg, Christoph, *Teaching History*
10. Mantin, Peter, *The Italian Renaissance*
11. Mitchell, David, *Teaching History through the Grades*
12. Querido, René M., *Geography and Man's Responsibility for the Earth*
13. Sobel, David, *Mapmaking with Children*
14. Staley, Betty K., *Hear the Voice of the Griot!*
15. Staley, Betty, *Splinters of the Sun*
16. Streit, Jakob, *And There Was Light*
17. Ulin, Bengt, *Finding the Path*
18. Veltman, Willem Frederik, *Hellas*
19. The Waldorf Multi-Cultural Committee, *Multiculturalism in Waldorf Education Issue No. 2*
20. The Waldorf Multi-Cultural Committee, *Multiculturalism in Waldorf Education Issue No. 3*
21. Whittock, Martyn, *The Reformation*
22. Willhoite, Michael, *Daddy's Roommate*
23. Wilkinson, Roy, *Teaching History; The Ancient Civilization of India, Persia, Egypt, Babylonia*
24. Wilkinson, Roy, *Teaching History; The Ancient Civilizations India, Persia, Egypt and Babylonia- The Fourth Cultural Epoch Greece and Rome*
25. Wilkinson, Roy, *Teaching Geography*
26. Wilkinson, Roy, *Teaching History IV; The Middle Ages*
27. Wilkinson, Roy, *Teaching History; The Middle Ages from the Renaissance to the Second World War*

Science

1. Bair, Kimberly, *Reverence Towards the Natural World*
2. Cornell, Joseph, *Sharing Nature with Children*
3. Lockie, Beatrys, *Gardening with Young Children*
4. Santer, Ivor, *Green Fingers and Muddy Boots*
5. Sis, Peter, *Starry Messenger*
6. Waters, Alice, *Edible Schoolyard*

Appendix I

Letter Picture



Attachment J

An Explanation of Form Drawing

Form drawing, originally developed by Dr. Rudolf Steiner in 1919, is an element unique to Waldorf education. Form drawing is exactly what it sounds like – a drawing of forms. The forms start out very simple for younger children, such as drawing the straight line and the curved line and mirror images of simple designs but get quite complex for older children, where they might learn to draw a Celtic knot.

There are many reasons that support the idea that form drawing is good for children. Perhaps the simplest and most straight-forward reason is that it develops fine motor skills as a preparation, and later a support, for handwriting. It strengthens eye-hand coordination and the movement of the hand actually educates the brain. Form drawing is also a pre-cursor to geometry. Finally, form drawing teaches children to think flexibly. Drawing and following a form is akin to understanding a complicated line of thought.

Example of the straight line and curved line:



A Mirror Image:



A Celtic Knot:



Appendix K

Key Components of Physical Education Curriculum

1) K-2

- a. Ongoing core of physical fitness/wellness
- b. Joys of being active
- c. Benefits of wellness
- d. Movement exploration
 - i. Awareness and understanding of guidelines
 - ii. Awareness and understanding for safe physical activity
 - iii. Spatial awareness of self and others
 - iv. Respect for self and others
- e. Games that teach
 - i. Academic connection planned in collaboration with the class teacher

2) Grade 3

- a. Ongoing core of physical fitness/wellness
- b. Joys of being Active
- c. Benefits of wellness
- d. Continued movement exploration
- e. Games that teach
- f. General games
- g. Environmental activities/sustainability
 - i. Gardening/school grounds work
- h. Simple team challenges
 - i. Problem solving
 - ii. Developmentally appropriate story lines
 - iii. Individual/partner/team

3) Grades 4-5

- a. Ongoing core of physical fitness/wellness
 - i. Joys of being active
 - ii. Benefits of wellness
- b. Games that teach
- c. General games
- d. Team challenges
 - i. Problem solving
 - ii. Individual/partner team
 - iii. Developmentally appropriate story lines
- e. Environmental activities/sustainability
 - i. Gardening
 - ii. School grounds work
 - iii. Community involvement
 - 1. Cleanup/planting

2. Support participation in community health, wellness and sustainability events such as run/walk/bike for both health and environmental causes

4) Grades 6-8

- a. Ongoing core of physical fitness/wellness
 - i. Joys of being active
 - ii. Benefits of wellness
- b. Games that teach
- c. General games
- d. Team challenges
 - i. Problem solving
 - ii. Partner/team
 - iii. Developmentally appropriate story lines
- e. Environmental activities/Sustainability
 - i. Gardening
 - ii. School grounds work
 - iii. Community involvement
 1. Cleanup/ planting
 - iv. Support/participation in community health, wellness and sustainability events, such as run/walk/bike for both health and environmental causes
 - v. Planning in regards to our school's role in community health and environmental activities
- f. Health and wellness issues
 - i. Awareness of self/Human sexuality
 - ii. Awareness of community health/wellness
 - iii. Our individual and school role in community health/wellness

Appendix L

EfS Learning Standards

Education for Sustainability (EfS) Overall Student Learning Standards (USPESD, 2009)		
<u>Standard 1</u> Students understand and are able to apply the basic concepts and principles of sustainability (i.e.: meeting present needs without compromising the ability of future generations to meet their needs).		
<u>Standard 2</u> Students recognize the concept of sustainability as a dynamic condition characterized by the interdependency among ecological, economic, and social systems and how these interconnected systems affect individual and societal well-being. They develop an understanding of the human connection to and interdependence with the natural world.		
<u>Standard 3</u> Students develop a multidisciplinary approach to learning the knowledge, skills, and attitudes necessary to continuously improve the health and well-being of present and future generations, via both personal and collective decisions and actions. They are able to envision a world that is sustainable, along with the primary changes that would need to be made by individuals, local communities, and countries in order to achieve this.		
5 th -8 th Grade Education for Sustainability		
USPESD Component	USPESD Concept	GMCS Alignment
1.1 Intergenerational Responsibility	Responsibility to Future Generations	Students learn personal and collective responsibility through multiple avenues at GMCS. Students reflect on community, school and family roles, and participate in daily curriculum stories, and practical examples which result in learning how current choices impact future generations' ability to meet their needs. Possible examples include reading buddies (pairing 5 th graders with kindergarten children), or composting waste rather than allowing it to go into a landfill.
2.1 Interconnectedness	- Systems - Interdependency	Students learn about ecological, economic, and social and cultural systems through their connections within the school and the community; gardening and environmental restoration projects, volunteer service, implementing and contributing to the school food service system (edible school yard, cooking appreciation), and reflection on class curriculum and stories all working together lead to the ability to see interconnections across the whole. The collective culture of the school will illustrate this phenomenon naturally for students since our school itself will be a functioning "system" made up of individuals (students, faculty, & administration) and families who carry out important roles to form a sustainable community.

2.2 Ecological Systems	• Natural Resources • Biodiversity • Carrying Capacity • Ecological Footprint • Environmental Stewardship • Nature as Model and Teacher	Service learning and schoolyard projects will be important for learning about ecological systems. Biodiversity, carrying capacity, environmental stewardship and nature as model/teacher are all concepts that can be procured through service learning in projects such as CSL's "Riverwatch" (a program which works with students to help restore clean waterways), or with the opportunity to restore schoolyard meadows to their original state through re-introduction of native species, soil restoration and building of wildlife habitats.
2.3 Economic Systems	• Equity • Resource Scarcity • Energy Economics • Ecological Economics • Food Systems	Economic Systems concepts are exemplified through social justice service learning such as volunteer work at MHC Food Pantry (MHC). MHC brings what would be a scarce resource (whole foods) to a population of people who otherwise cannot afford to purchase these items. Students who participate in bringing equitable food choices to low socioeconomic status patrons learn about equity, resource scarcity, food systems, and the value of energy and ecological economics through contemplation of the current amount of energy and ecological resources required to bring these foods to patrons vs. ways to improve these systems.
2.4 Social and Cultural Systems	• Cultural diversity • Multiple Perspectives • Citizenship • Resource Distribution • Population growth • Quality of Life Indicators • Education	Social and cultural systems concepts such as cultural diversity, multiple perspectives, citizenship and resource distribution come into play through daily curricula inspired by the Waldorf pedagogy (see XXX for an example of the many cultural and historical lessons over the course of the Waldorf curriculum). In addition, EfS daily life will illustrate quality of life indicators, education, and citizenship to students on a regular basis, such as with access to wholesome foods through school gardening and sourcing locally with our food service program.
3.1 Personal Action	• Personal Responsibility • Personal Footprint Calculation • Critical Thinking • Problem Solving • Project Planning	Personal action will also be woven into the daily culture at GMCS. Students will be expected to follow school protocols for sustainable behaviors such as recycling and energy conservation. Critical thinking, problem solving, and project planning will come into play in gardening and other EfS blocks such as building or maintenance of simple play-yard equipment using ecologically friendly and salvaged materials.
3.2 Collective Action	• Designing a Sustainable System • Structural v. personal solutions • Democracy • Societal Footprint Calculation	Collective action, as all of the EfS components, will come into play daily as students see collective action imbue the school culture. EfS blocks will be designed to require group participation spawned from individual ideas, through consensus, constructive feedback, and class discussion. The discussion process will be led by co-teachers and result in solutions for school and community projects. Possible examples,

	Local, State, and National Sustainability Plans	again, include the design of gardens, environmental restorations, and community service.
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US PARTNERSHIP

DECADE OF EDUCATION FOR SUSTAINABLE DEVELOPMENT
UNITED NATIONS DECADE (2005-2014)

US Partnership for Education for Sustainable Development

National Education for Sustainability K-12 Student Learning Standards

Version 3 – September 2009



Endorsed by
**National Council for the
Social Studies**

www.ncss.org

Introduction

The National Education for Sustainability K-12 Student Learning Standards define what K-12 students should know and be able to do to be **sustainability literate**. Included are three overarching **student learning standards** or **essential understandings** followed by a **summary chart** (Table 1) of Education for Sustainability (EfS) **concepts** by K-4, 5-8, and 9-12 grade bands. Grade band concepts are organized by **components** which are directly connected to the three learning standards. Following the summary chart are three individual grade band **tables** (Tables 2, 3, and 4) that include the EfS concepts with **example performance indicators**. A **glossary of terms** is found at the conclusion of the document.

The Education for Sustainability (EfS) standards were developed by the K-12 and Teacher Education Sector of the U.S. Partnership for Education for Sustainable Development (USPESD) with input from K-12 educators in public, private, and pre-service (teacher education) fields. For more information about the USPESD please visit www.uspartnership.org.

Defining Education for Sustainability

Education for Sustainability or Sustainability Education is a relatively new and evolving field. For the purpose of the USP standards, Education for Sustainability is defined as a combination of content, learning methods, and outcomes that helps students develop a knowledge base about the environment, the economy, and society, in addition to helping them learn skills, perspectives, and values that guide and motivate them to seek sustainable livelihoods, participate in a democratic society, and live in a sustainable manner (McMillan and Higgs, 2003).

Purpose and Intent

This is primarily a guidance document for integrating sustainability concepts into K-12 teaching and learning. The EfS standards can be used to help direct a course of study related to sustainability education. Education for Sustainability is by nature interdisciplinary, and therefore can be readily integrated into core content teaching and learning. Education for Sustainability uses a variety of pedagogical techniques that promote participatory learning and higher-order thinking skills.

Education for Sustainability - Student Learning Standards (Essential Understandings)

EfS Standard 1 – Students understand and are able to apply the basic concepts and principles of sustainability (i.e.: meeting present needs without compromising the ability of future generations to meet their needs).

EfS Standard 2 – Students recognize the concept of sustainability as a dynamic condition characterized by the interdependency among ecological, economic, and social systems and how these interconnected systems affect individual and societal well-being. They develop an understanding of the human connection to and interdependence with the natural world.

EfS Standard 3 – Students develop a multidisciplinary approach to learning the knowledge, skills, and attitudes necessary to continuously improve the health and well-being of present and future generations, via both personal and collective decisions and actions. They are able to envision a world that is sustainable, along with the primary changes that would need to be made by individuals, local communities, and countries in order to achieve this.

Table 1: EfS Grade Band Concepts – Summary Chart

Component	K-4	5-8 (Building on topics and areas of study in K-4)	9-12 (Building on topics and areas of study in 5-8)
1.1 Intergenerational Responsibility 2.1 Interconnectedness	- Family - Generations (grandparents, parents, children)	Responsibility to Future Generations	Intergenerational Equity
2.2 Ecological Systems	- Relationships - Historical Connections - Sense of Place	- Systems - Interdependency	- Systems Thinking - Cradle-to-Cradle Design
2.3 Economic Systems	- Connection to Nature - Plants, Animals, Habitats	- Natural Resources (renewable & non-renewable) - Biodiversity - Ecosystems - Ecological Footprint (including Carbon Footprint) - Carrying Capacity - Environmental Stewardship - Nature as Model and Teacher	- Respect for Limits - Respect for Nature - Tragedy of the Commons - Environmental Justice - Biomimicry - Urban Design/Land Management - Natural Capital
2.4 Social and Cultural Systems	Human Needs and Wants (food, water, energy, shelter)	- Equity - Resource Scarcity - Energy Economics - Ecological Economics - Food Systems	- Poverty - Ecosystem Services - Alternative Indicators and Indexes of Progress - Globalization - True (or Full) Cost Accounting - Triple Bottom Line - Micro Credit
3.1 Personal Action	- Family and Friends - Personal Identity - Happiness - Fairness - Collaborative Learning	- Cultural Diversity - Multiple Perspectives - Citizenship - Resource Distribution - Population Growth - Quality of Life Indicators - Education	- Human Rights - Social Justice - Peace and Conflict - Multilateral Organizations - International Summits, Conferences, Conventions, and Treaties - Global Health - Appropriate Technology - Governance
3.2 Collective Action	- Setting Goals - Working Together	- Personal Responsibility - Personal Footprint Calculation - Critical Thinking - Problem Solving - Project Planning and Action	- Designing a Sustainable System - Structural vs. Personal Solutions - Democracy - Societal Footprint Calculation - Local, State, and National Sustainability Plans

Table 2: K-4 Grade EfS Concepts – With Example Performance Indicators

Component	Concepts and Example Performance Indicator
1.1 Intergenerational Responsibility	• Family - Students analyze their roles and responsibilities in their family. • Generations (grandparents, parents, and children) - Students draw and label their family tree indentifying different generations. Students understand how their actions today may affect other generations; they take action to minimize negative impacts on future generations (service-learning projects)
2.1 Interconnectedness	• Relationships - Students interact respectfully with others, including those with whom they have differences. • Historical Connections - Students demonstrate understanding of the concepts of “past”, “present”, and “future.” • Sense of Place – Students demonstrate an understanding of place – the natural systems and cycles, the human/cultural context, and the connections between both. At this grade level they focus on developing their sense of place in their immediate community. Example: Students create a story or drawing that demonstrates their understanding and connection to a special place of significant meaning to themselves, their family, and their community.
2.2 Ecological Systems	• Connection to Nature – Students, in both urban/sub-urban and rural environments spend time outdoors experiencing and interacting with nature by walking, observing, gardening, etc. They feel comfortable being in the outdoors (e.g.: getting dirty, seeing insects and animals), they see the patterns and connections in nature, and they begin to develop a naturalist intelligence. • Plants, Animals, Habitats - Students are able to distinguish between plants and animals and can explain how living organisms interact with the environment in which they live. Students identify food /energy, water, shelter as basic needs of animals and plants. Examples: Students sort local common organisms into animal and plant groups. They design and build a schoolyard habitat for native species, taking into consideration the basic needs of the plants or animals.
2.3 Economic Systems	• Human Needs and Wants (food, water, energy, shelter) - Students distinguish between personal wants and needs and identify how culture, marketing, and advertising inform their consumption patterns. Students identify food, water, energy and shelter as basic human needs.
2.4 Social and Cultural Systems	• Family and Friends - Students define and develop productive and satisfying relationships with others. They value and know how to help create an atmosphere of mutual respect and kindness. • Personal Identity - Students develop a sense of unique worth and personal competence. • Happiness - Students have a sense of well-being and understand which factors contribute to their own and other’s happiness. • Fairness – Students treat others fairly. They develop an understanding that resources need to be shared to meet the needs of living things – across places and generations. • Collaborative Learning - Students perform effectively on teams that set and achieve goals, conduct investigations, solve problems, and create solutions (e.g., by using consensus-building and cooperation to work toward group decisions).

3.1 Personal Action	• Setting Goals - Students assess their own learning by developing criteria for themselves, and use these to set goals and produce high-quality work. • Communicating Ideas - Students use different media to share ideas with diverse audiences. • Making a Difference - Students take an active role in their community and feel a locus of control or self-efficacy. Students understand that everyone has the ability to affect change or impact a system, community, and self.
3.2 Collective Action	• Setting Goals - Students work cooperatively and respectfully with people of various groups to set community goals and solve common problems. • Working Together - Students perform effectively on teams that set and achieve goals, conduct investigations, solve problems, and create solutions (e.g., by using consensus-building, conflict resolution, and cooperation to work toward group decisions). Students use systematic and collaborative problem-solving processes, including mediation, to negotiate and resolve conflicts. Students respect and value human diversity as part of a multi-cultural society and world.

Table 3: Grade 5-8 EfS Concepts – With Example Performance Indicators

Component	Concept and Example Performance Indicator
1.1 Intergenerational Responsibility	• Responsibility to Future Generations - Students analyze and list their roles and responsibilities in their family, their school, and their community -- now and into the future. They demonstrate understanding of the cultural context of intergenerational responsibility (i.e. how some cultures consider and plan for seven generations into the future, etc)
2.1 Interconnectedness	• Systems - Students describe the ecological, economic, political, and social systems in their community and can identify leverage points in the system to improve their community • Interdependency - Students explain how natural and built communities are part of larger systems (e.g., farms as part of the regional watershed and food systems for cities, a mine as part of the regional economy) and the interrelationships that exist among those systems.
2.2 Ecological Systems	• Natural Resources (renewable & non-renewable) – Students investigate the natural systems in their local region and explore how humans have impacted those systems, both positively and negatively. Examples: They identify natural and agricultural resources and where they come from (e.g.: wildlife, fish, plant, rock, water, soil, minerals, sunlight, and air). Students distinguish between natural resources and things made by humans (e.g., sand vs. cement, milk vs. ice cream, wheat vs. bread, sap vs. syrup, wildlife versus domesticated animals). Students describe a resource that will regenerate in their lifetime and identify resources that are finite. • Biodiversity - Students explain how the range of species and their habitats within an ecosystem interact and identify the physical environment and processes necessary for that interaction. Example: Students identify plant and animal species of their local region and describe how each species is dependent upon another species in the region through a graphic depiction linking each to at least one other by drawing connecting lines. • Carrying Capacity - Students provide an example of the maximum population that an environment can support indefinitely. • Ecological Footprint (including Carbon Footprint) - Using standard footprint calculation models, students determine the impact of their lifestyle decisions such as transportation, food, and housing choices. • Environmental Stewardship - Students design a restoration plan for a local environment that describes the natural resources, through field-based data collection, and includes the social, economic, and political mechanisms to preserve and enhance the described environment. • Nature as Model and Teacher - Students investigate designs and systems in nature that can serve as models for human-created sustainable products, services, and systems.

2.3 Economic Systems	• Equity - Students compare the distribution of resources between two or more economic classes, and ethnic and cultural groups with in their own community and afar • Resource Scarcity - Students analyze the use of a local natural resource (e.g. animal, mineral, vegetable, lumber, fish, and minerals) and consider the resources' ability or inability to regenerate at a sustainable level. • Energy Economics - Students survey their own household energy uses, explore opportunities for increased energy efficiency and conservation, and then calculate potential savings over time. • Ecological Economics - Students explain how a specific ecological region provides environmental, social and economic value. For example, a healthy rain forest as a storehouse of historical, current, and potential medicines of tremendous social and economic value. When this ecological diversity is gone, so is the economic and social value of its medicinal plants. • Food Systems - Students analyze local, national and global food systems, demonstrating an understanding of the differences between industrial farming, factory farming, family farming, organic, and non-organic farming. They study the history of, and debates over, the U.S. Farm Bill, and related concepts including protectionism, free trade, and fair trade in the context of food.
2.4 Social and Cultural Systems	• Cultural Diversity - Students explore their own cultural identity and the identity of their peers and people in their community and the different views and values that each culture brings to the community. • Multiple Perspectives - Students consider an issue or challenge related to sustainability, through a variety of lenses or perspectives and they explain how approaching that issue or challenge from different perspectives may result in different decisions and outcomes. • Citizenship - Students explore a range of opportunities for civic engagement, including informed voting, grassroots activism, volunteerism, lobbying, involvement in non-governmental organizations, and working in government. • Resource Distribution - Students compare the distribution of a common resource (e.g. money, food) of different groups of people in their own community, region, nation, or world and explain how this resource distribution affects sustainability. • Population Growth - Students graph the human population growth of a community over time and investigate how the growth or decline of a population affects a community's social, economic, and environmental sustainability, including factors that may contribute to unsustainable population growth (e.g. lack of access to reproductive health care, lack of education, poverty, and resource scarcity). • Quality of Life Indicators - Students define indicators that contribute to their own and their community's quality of life and assess their and their community's quality of life based on these indicators. • Education - Students explain how education can impact the sustainable practices of an individual and community.
3.1 Personal Action	• Personal Responsibility - Students know the difference between actions that they can take themselves and those that require the involvement of other people, organizations, and government. They identify and carry out a personal action that will enhance quality of life in environmental, social/cultural, or economic sectors. • Personal Footprint Calculation - Students use an on-line calculator to determine their ecological footprint. • Critical Thinking - Students analyze a significant news item (environmental, social/cultural, or economic) and use the "Iceberg Model" to determine the difference between the event (the "tip of the iceberg" – the facts of the situation), patterns (the middle of the iceberg – is it a singular or repeated event?), root causes (the larger base of the iceberg –

	what are the underlying causes of the event or pattern of events?), and solutions (What can be done to positively change the structure of root causes?). • Problem Solving - Students identify an issue in their community and analyze it from the perspective of environmental, social/cultural, and economic concerns, brainstorm root causes, identify stakeholders, and design a solution. • Project Planning - Students create a flow chart, timeline, or some other type of graphic organizer to identify these components of a poster and action project: issue/topic, resources, research, poster mock-up, final poster assembly, poster presentation, and action or service towards a solution.
3.2 Collective Action	• Designing a Sustainable System - Using a Venn diagram, students log environmental, social, and economic impacts of a service or system that they use (e.g. transportation of food product). Then students brainstorm a more effective “cradle to cradle” life cycle for the system or product that is effective in terms of reusing or recycling technical nutrients and returning biological nutrients to nature. • Structural vs. Personal Solutions - Students identify a problem that they cannot solve through personal action alone (e.g. designation of an unused green space for protection and public use or a vacant lot for a skateboard park), research related issues (e.g. zoning, safety, improvements and maintenance expenses), then conduct a letter writing campaign and make a presentation to public officials (e.g. planning commission or city council). • Democracy - Students participate in a simulation to devise a national energy policy through negotiation, collaboration, and coalition building among three groups that make a democratic society: the state, civic organizations, and business. They explain how the practices of a democratic society can contribute to local and global sustainability. They participate as active citizens in the democratic process in the interest of sustainability, using a systems approach to make their actions more effective. • Societal Footprint Calculation - Students use an on-line tool (e.g. www.worldmapper.org) to examine graphic depictions of the relative footprints of different nations, first for overall ecological footprint, and then in specific areas (e.g. carbon emission, caloric consumption, wealth, house size, etc.). • Local, State, and National Sustainability Plans - Students participate in a simulation of the process that is used to develop local, state, or national sustainability plans. They develop a sustainability plan for their school to adopt more sustainable practices and then discuss how that compares to the development of governmental or community-based plans.

Table 4: Grade 9-12 EfS Concepts – With Example Performance Indicators

Component	Concept and Example Performance Indicator
1.1 Intergenerational Responsibility	• Intergenerational Equity - Students forward an ethical argument on how sustainable resource use today can lead to basic human needs (e.g.: food, water, energy and shelter) being met for future generations (e.g.: 100 years in the future).
2.1 Interconnectedness	• Systems Thinking - Students identify an unsustainable system (e.g.: apartheid, colonization, fossil fuel energy) and redesign it using systems thinking principles (e.g. long-term, interconnectedness, leverage points). • Cradle-to-Cradle Design - Students explain the continuous cycling of biological and technical nutrients for a cradle-to-cradle designed product or system.
2.2 Ecological Systems	• Respect for Limits - Students collect data in order to investigate and analyze how personal consumption patterns affect the sustainability of natural and human communities. • Respect for Nature - Students participate in outdoor education activities to explore and experience the natural environment and enrich their connection with and appreciation for nature. They read nature-related poetry/writings and discuss and compare the authors' styles and impact on themselves and society.. • Biomimicry - Students design a product or service to address a problem or issue using one or more characteristics from a plant or animal. • Tragedy of the Commons - Students identify local and global “commons”, choose one “commons” and debate with their peers the question, “How can this commons be managed in a way that ensures future generations have the opportunity to use and enjoy it, indefinitely?” • Environmental Justice – Students identify an environmental justice issue in their community (e.g. location of toxic waste facility in poor neighborhood) and write an article (or blog) for the school or local paper that includes possible solutions to remedy the injustice.. • Urban Design/Land Management - Students develop a sustainable land-use plan for an un- or under- developed property or place in their community that provides for a healthy environment, economy, and society. • Natural Capital – Students identify the natural capital of a local or global resource and create a graph depicting their relative worth.
2.3 Economic Systems	• Poverty - Students explain the history, causes and potential solutions to poverty in the U.S. and around the world through using the context of the United Nations Millennium Development Goals. • Ecosystem Services - Students choose an ecosystem and list the existing and potential services (products and processes) that it provides to humans. • Alternative Indicators and Indexes of Progress - Students investigate, use, and compare alternative indicators of social and economic progress (e.g. Genuine Progress Indicator) with traditional economic indicators (e.g. Gross Domestic Product) to determine the health and well-being of their local community. • Globalization - Students describe the pros and cons of globalization and how a globalized world contributes to and detracts from sustainability. • True (or full) Cost Accounting - Students choose a product or service and list its hidden social and environmental

	costs. • Triple Bottom Line - Students conduct an analysis of a business operation in terms of environmental, economic, and social/cultural factors. • Micro Credit - Students investigate a micro-credit organization's operations in a community and analyze how that operation contributes to the community's long-term sustainability.
2.4 Social and Cultural Systems	• Human Rights - Students examine the 1948 United Nations Universal Declaration of Human Rights, comparing this document to the United States Bill of Rights, answering the question, "Which rights from the U.N. Declaration are included in the U.S. Bill of Rights, and which are not explicitly addressed?" • Social Justice - Students research a non-profit group or non-governmental organization whose mission it is to forward social justice, economic opportunity, or civil rights for a particular group of oppressed, excluded, or under-represented people, identifying the organization's mission, key programs, and accomplishments. • Peace and Conflict – Students participate in a conflict resolution activity focused on a personal or school-related conflict. They then apply that knowledge and experience to a global conflict. • Multilateral Organizations - Students research and compare the goals and programs of three multilateral organizations, one economic (OPEC: Organization of the Petroleum Exporting Countries), one environmental (Greenpeace: a global, public interest group dedicated to a world where people live peacefully in ways that allow the natural environment to sustain itself), and one social (UNESCO, the United Nations Educational, Scientific and Cultural Organization that promotes education, social and natural science, culture, and communication as a laboratory of ideas and a standard-setter to forge universal agreements on emerging ethical issues). • International Summits, Conferences, Conventions, and Treaties - Students research and compare the goals, programs, and/or outcome documents or action plans that resulted from three United Nations international summit processes, global conferences, or conventions and treaties – along with the proposals from the accompanying civil society forums. • Global Health - Students examine strategies to curb malaria, comparing the economic and health efficacy of low cost preventative measures such as mosquito nets with more costly pharmaceutical research and treatment efforts. • Appropriate Technology - Students study a developing country to answer the question, what will achieve greater health, longevity, and sustainable development: basic technologies such as potable water systems and cell phones, or high technology such as personal computers and on-line services? • Governance - Students demonstrate their understanding of how authority is exercised in different countries under different forms of government. They understand that good governance in the U.S. includes a transparent and interactive system of government sector, business/private sector; and public/community sector. They actively participate in some aspect of local governance (e.g. attending and testifying at a city council meeting or registering voters).
3.1 Personal Action	• Personal Responsibility - Students identify and commit to a personal sustainability action and they write about the results of that action. (e.g.: using public transportation, reducing and recycling). • Accountability - After completing a thorough ecological footprint or product trail assessment of a product or service that they use, students identify alternate products or strategies for more responsible use. They develop a means for measuring the net progress of the product or strategy alternative.

	• Lifelong Learning and Action - Students write their own “story of learning” in which they describe how best they learn and move to action, where they learn and act both in and outside of school, and their strengths as a learner and doer. • Personal Change Skills and Strategies - Students identify what systems and strategies work best at self-motivating planning and action for effective personal change.
3.2 Collective Action	• Local to Global Responsibility - Student describe the difference between a local and global problem, how the problems might be connected and how a potential solution to each could require different actions (at different levels – ranging from the local to the global). Students then take at least one action and analyze the results and lessons learned for future actions. • Community-Based and Societal Decision-Making - Students actively participate in local community-based and national and/or international decision-making focused on sustainable development. • Public Discourse and Policy - Students communicate their ideas in a public discussion or debate about a topic that furthers local and/or global sustainability, take action on that topic, and reflect upon the results. • Organizational and Societal Change Skills and Strategies - Students identify skills and strategies required to create effective group change for a given issue, take action on that issue and then reflect on lessons learned regarding change strategies.

Glossary of Terms

A

accountability - The acknowledgment and assumption of responsibility by an individual or an entity for actions, products, decisions, and policies.

alternative indicators and indexes of progress - Alternative indicators empirically study and track social issues such as sustainable development and environmental degradation; and address the problems encountered in the use of Gross Domestic Product as a normative indicator (also see “quality of life indicators”).

appropriate technology - Technology that is designed with special consideration to the environmental, ethical, cultural, social, and economical aspects of the community it is intended for.

B

biodiversity - The range and interaction of species and their habitats within an ecosystem and the physical environment and processes necessary for that interaction.

biomimicry - Designing products, services, and industrial systems to mimic biological design and cycles found in nature (also see “nature as model and teacher”).

C

carrying capacity - The maximum population that an environment can support, indefinitely.

community-based decision-making - A decision-making process in which community members gather information and take the lead in setting policies for the development of their own community.

cradle-to-cradle design - A product design method in which all material components are put back into service perpetually, therefore resulting in no waste product(s). Input and outputs are seen either as technical or biological nutrients. Technical nutrients can be recycled or reused with no loss of quality and biological nutrients are composted or consumed.

critical thinking - An essential tool of inquiry that involves interpretation, analysis, evaluation, inference and synthesis, as well as explanation of the evidential, conceptual, methodological, or contextual considerations upon which that judgment is based.

cultural diversity - The cultural differences that exist between people, such as language, dress, and traditions, and the way societies organize themselves, their conception of morality and religion, and the way they interact with the environment.

D

Democracy - A form of government in which the supreme power is vested in the people.

E

ecological economics – An interdisciplinary field of academic research that addresses the metric of interdependence between human economies and natural ecosystems (also see “true cost accounting”).

economic globalization - The integration of national economies into the international economy through trade, foreign direct investment, capital flows, migration, and the spread of technology (also see “globalization”).

ecological footprint (including carbon footprint) - The total area of productive land and water required, on a continuous basis, to produce the resources consumed, and to assimilate the wastes produced, by that population, wherever on Earth the land (and water) is located. Carbon footprint is the amount of carbon emissions generated by individuals, businesses, or nations.

ecosystem services – The benefits humans derive from resources and processes that are supplied by natural ecosystems. These benefits include products (e.g.: clean drinking water) and processes (e.g.: decomposition of wastes) (also see “natural capital”).

ecosystem - A community of living organisms and the environment in which they live, interacting to form a whole functional system.

energy economics - A broad scientific subject area which includes topics related to supply and use of energy in societies.

environmental justice - The equitable treatment of all people, in relation to environmental health regardless of race, income, or class (also see “equity”).

environmental stewardship - Caring for and making decisions in the best interest of the environment that supports all life.

equity - The state, quality, or ideal of equality and justice between economic classes, ethnic and cultural groups, and the fair distribution of resources (also see “environmental justice”).

G

global health - Health issues and concerns that transcend national boundaries, may be influenced by circumstances or experiences in other countries, and are best addressed by cooperative actions and solutions.

globalization - The transformation of local or regional phenomena into global ones. It is a process by which a combination of economic, technological, socio-cultural, and political forces unify people of the world into a single society that functions together (also see “economic globalization”).

governance - The exercise of authority in a country. The capacity to formulate, implement and enforce public policies. Good governance involves the collaboration and negotiation of government, the private sector, and the public.

H

habitat - The place or environment where a plant or animal naturally or normally lives and grows.

human rights - The basic entitlement accorded to every human being. The rights include the right to health, education, shelter, employment, property, food, and freedom of expression and movement.

I

intergenerational responsibility - The extent to which one takes responsibility for the effect(s) of her/his actions on future generations.

intergenerational equity - Consideration of the fairness and justice associated with an individual's or a government's action on subsequent generations (also see “equity” and “environmental justice”).

international summits, conferences, conventions, and treaties - Examples of summits, conferences, conventions, and treaties include: Millennium Declaration from the 2000 Millennium Summit and the Peoples Agenda from the Millennium NGO Forum; the 2005 Heads of State Summit Conference and June Civil Society Forum; the International Criminal Court; the World Summit on Sustainable Development Plan of Implementation from Johannesburg in 2002; the Rio de Janeiro Earth Summit Conference and Conventions on Climate, Bio-Diversity, and Combating Desertification from 1992; the Earth Charter; the Cairo Population Conference of 2005; the UN Habitat Conference of 2006; the Beijing Conference on the Rights of Women; and the Convention on the Rights of the Child.

L

lifelong learning - A broad concept where education that is flexible, diverse and available at different times and places is pursued throughout life.

M

micro credit - The business or policy of making small loans to poor people for entrepreneurial (business) projects.

multilateral organizations - Organizations formed between three or more nations to work on issues that relate to all of the countries in the organization.

N

natural capital - The resources of a natural ecosystem that yields a flow of valuable ecosystem goods and services in the future. It is the extension of economic capital to environmental goods and services (also see “ecosystems services”).

natural resources (renewable & non-renewable) - Naturally occurring substances that are considered valuable in their relatively unmodified (natural) form. A renewable resource is a natural resource that can be replenished by natural processes at a rate comparable or faster than its rate of consumption by humans or other users. A non-renewable resource is a natural resource that cannot be re-made, re-grown, or regenerated on a scale comparative to its consumption.

nature as model and teacher - The concept in which the Earth’s living systems offer designs and models from which humans can learn in regard to designing products, processes, and systems (also see “biomimicry”).

P

personal footprint calculation - A method of calculating the ecological footprint (area of the Earth’s productive surface necessary to support a particular lifestyle) of an individual (also see “ecological footprint”).

population growth - The change in population over time, primarily referring to humans.

public discourse and policy - Written or spoken communication or debate in a community setting and the policies that are developed by a community or government.

Q

quality of life indicators - Statistics of well-being that go beyond traditional economic indicators to include social and environmental factors (also see “alternative indicators and indexes of progress”).

R

resource distribution - The way in which resources are distributed to or accessed by people to meet their needs and wants.

resource scarcity - A state in which there is an insufficient amount of resources to meet human needs and wants.

respect for limits - Living within nature’s means by preventing waste, pollution, and, unsustainable resource depletion.

rubric - A scoring tool that lists the criteria for a piece of work (for example, purpose, organization, details, voice, and mechanics could be considered the criteria for a piece of writing); it also articulates gradations of quality for each criterion, from excellent to poor.

S

sense of place - Connecting to and valuing the places in which one lives or visits. Those things that add up to a feeling that a geographic location or community is a special place, distinct from anywhere else.

social justice - The concept in which justice is achieved in every aspect of society, rather than merely the administration of law. Affording individuals and groups fair treatment and an impartial share of the benefits of society (also see “equity” and “environmental justice”).

societal footprint calculation - A method of calculating the ecological footprint of a group of people (e.g. city, region, or country) (also see “ecological footprint”).

structural vs. personal solution - A way of addressing problems through systemic, long-term change. Structural solutions are usually those that address the underlying cause of a problem or issue and are typically addressed by a large body either government, organization, or community as opposed to a solution enacted by an individual.

sustainability and sustainable development - Meeting present needs without compromising the ability of future generations to meet their needs. Sustainability is a holistic approach to living and problem solving that addresses ecological health, social equity, and economic prosperity for present and future generations.

system - A group of interacting, interrelated, and interdependent components that form a complex and unified whole. A system is a collection of “things” in which the whole is greater than the sum of its parts. Some systems are “nested” within larger systems (e.g. the circulatory system is nested within the human body system).

systems thinking - An approach to problem solving that involves the considerations of systems; interconnectedness; the whole versus its parts; respect for limits; unexpected consequences; and, identifying patterns, root causes, and leverage points for change.

T

tragedy of the commons - A conflict over finite resources between individual interests and the common good. The term derives originally from a comparison noticed by William Forster Lloyd with medieval village land holding in his 1833 book on population. It was then popularized and extended by Garrett Hardin in his 1968 Science essay “The Tragedy of the Commons.”

triple bottom line - Meeting current and future needs in consideration of environmental, economic, and social/cultural factors.

true (or full) cost accounting - The real costs of products and services that take into account environmental and social impacts (also see “natural capital”).

Citation:

McMillan, V. and Higgs, A. 2002. *Implementing Sustainability Education: Lessons from Four Innovative Schools*. University of Michigan.

Appendix M

Explanation of Child Study

As part of GMCSs commitment to teaching to the whole child and meeting the needs of ALL children, we will incorporate the use of the Child Study, a practice found in Waldorf schools around the world. A Child Study takes place when a teacher believes a child in her classroom needs extra care and attention. With the permission of the parents, the teacher brings a description of the child to the faculty. This description includes such things as the child's appearance, how he walks, his speech, whether he is nervous or calm, sleepy or awake, how he does academically in all content areas, what his drawing is like, how his paintings appear, if he can sing, keep a steady rhythm, what he eats for lunch, if he has friends, how he behaves in a group, etc.

The faculty listens to the description and then asks questions that are purely observational types – in other words, they are not questions to psychoanalyze. The teacher then becomes even more clear about the characteristics of the child. After this initial meeting, the entire faculty agrees to keep this child in their thoughts, to think about him before they go to sleep at night, to watch him on the playground. The administrators may agree to come in and observe the child in class. Special educators might be called in. In a sense, it is a very individualized RtI approach.

During the next faculty meeting, the teacher reports again on the child. Usually this focused attention helps to bring about change and solutions for the classroom teacher, specialty teachers, and administrators. The child benefits from the extensive focused attention.

Appendix N

Songs and Poems for Indiana History/Geography

Songs:

“Back Home Again in Indiana”

“Canoe Song”

“River”

“Land of the Silver Birch”

Poems:

“Something Told the Wild Geese”

“A Barefoot Boy” by James Whitcomb Riley

“A Christmas Memory” by James Whitcomb Riley

Appendix O
Parent and Student Handbook
Rights and Responsibilities of the GMCS Community
Outline

- A. Welcome to Green Meadows
 - a. Note from the Educational Director/Staff
 - b. The Green Meadows Story
- B. Visions
- C. Mission
- D. Core Beliefs
- E. GMCS philosophies/practices concerning family and community engagement and involvement
 - a. Volunteer opportunities – various ways that families/community can contribute and ways GMCS can contribute to families/community.
 - b. List of school events
- F. Teachers and Staff
 - a. Bios with pictures
 - b. Contact information: email, phone numbers
- G. Calendar
- H. Curriculum
- I. School Policies
 - a. Attendance/Tardy/Absences
 - b. Late Arrival/Early Dismissal
 - c. School Visitors
 - d. Behavior Policy
 - e. Illness
- J. Community Agreements/Rights and responsibilities for all members of our learning community
 - a. Teacher agreements
 - b. Student agreements
 - c. Family agreements
- K. Service Information
 - a. Breakfast/Lunch
 - b. Material fees
- L. Glossary of frequently used terms

Appendix P

Founders Group Biographies

Mary Barr Goral, Ph.D. Dr. Goral began her career in education over 30 years ago. After teaching in the public schools in Bloomington, IN for 11 years, she received both her masters and doctorate in curriculum studies and math education from Indiana University. Dr. Goral has taught in higher education for 15 years and is currently an educational consultant. She directs Kentahten Teacher Training, a Waldorf educational training in Louisville, KY and also oversees the Waldorf- inspired Project, a grant-funded program that supports public school teachers in the Louisville area who use Waldorf-inspired methods in their classrooms. From 2008 – 2011, Dr. Goral served on the board of trustees of the Rudolf Steiner College in Fair Oaks, CA. “Transformational Teaching: Waldorf-inspired Methods in the Public School”, Dr. Goral’s recently published book, tells the story of the teachers in Louisville who use methods inspired by Waldorf education with their public school students.

Daniel Baron is School Leader in addition to founder of The Bloomington Project School. Daniel has spent more than 37 years working in public, private and Native American education, and pre-K through college, as a teacher, coach, and whole school change facilitator and curriculum developer. He is a founder of the Harmony Education Center in Bloomington, Indiana. Currently, Daniel is the Founding School Leader of the Bloomington Project School and the Executive Director of The School Project Foundation. For the last 15 years, Daniel’s work has focused on providing exemplary professional development to school districts and equity-based projects across the country, including partnerships with Indiana University and the University of Indianapolis, the Small Schools Coaching Collaborative, the Coalition of Essential Schools, the Rural Schools and Community Trust, and ATLAS Learning Communities. Daniel served as the co-director of the National School Reform Faculty for 6 years. Daniel wrote a monthly column, “The Instructional Leader” for National Association of Secondary School Principals’ journal, *Principal Leadership* for two years.

Brandi Smith, M.S. Brandi has worked in education in various capacities for 20 years. Her love for education was sparked with early childhood summer camps and art classes. After earning a bachelor’s degree in Spanish, Brandi taught ESL at Hamilton Southeastern High School in Fishers, IN and ceramics to children and adult groups at the John Waldron Arts Center in Bloomington, IN. Brandi shifted her focus in the early 2002 when she opened a small massage therapy business while raising a young family, homeschooling, and designing a sustainable mini-farm. In addition, she volunteered for numerous local organizations, including as a founding member of Sycamore Spring Waldorf School, a Waldorf preschool which operated from 2002-2006. Other organizations include The Bloomington Winter Farmers Market, and The Bloomington Food Policy Council; each position fulfilled the mission of promoting sustainable and holistic lifestyles in the community. This combined work led her to pursue her dream of studying education for sustainability and its effects on individual, family, and school contexts. Brandi is wrapping up a Masters of Science in Human Development and Family Studies at Indiana University in August 2012, where she is focusing on systems theory grounded approaches to program design for family and school sustainability.

Natalie Sturbaum graduated from The University of Southern Indiana in 2003 with a Bachelor of Arts in Psychology. Natalie began working as a Case Manager for individuals with serious mental illness and then moved up to the Director of Supported Living at a large provider agency in Evansville, IN, for individuals with both developmental disabilities and mental illness. Natalie then became a Case Manager with Indiana Professional Management Group in December 2007. As a Case Manager with IPMG, Natalie is responsible for developing annual plans as well as annual budgets for consumer services, and overseeing and managing over 54 teams to ensure adequate services are being rendered to those consumers. Natalie also spent summers volunteering as a counselor with Spring Mill Bible Camp for 13 consecutive years.

Andrea Golden began her career as an educator in 1990 as a teaching assistant in art history at Ohio University. Later, while pursuing a Ph.D in the field, she taught at both Indiana University and Indiana State University. Her passion for Waldorf pedagogy began twenty-five years ago when she visited a Waldorf school in Pennsylvania, and has continued through workshops and summer training sessions under some of the most well-respected educators in the Waldorf school movement. In 2002, Andrea co-founded a Waldorf-inspired preschool program, which evolved into Sycamore Spring School, a private Waldorf school initiative. During its years of operation (2002-2006), Andrea assumed various roles, including administrator, board member, and classroom assistant. Since that time, Andrea has been a home educator, using a Waldorf-inspired approach. Her dedication to using a developmentally sound and artistic method of teaching for her own children has made her an devoted advocate for public schooling options that offer rigorous, holistic, and engaging approaches to learning.

Bill Goral graduated from the University of Wisconsin in 1978 with a BS in Physical Education and a coaching certificate and earned his Masters of Arts in Teaching from Aurora University. Bill is a lifetime educator, having taught Physical Education and Growth and Development for 25 years in Muskego, WI. He also coached middle school basketball (boys and girls) and volleyball for ten years, including two years at Prairie Hill Waldorf School in Pewaukee, WI. Bill also served as the middle school Department Chair for five years and was the district's facilitator for the Student Assistant Program. Following his retirement from the public schools, Bill taught as an adjunct professor at Bellarmine University in Louisville, KY for eight years. His course instruction in the Exercise Science Department and in the School of Education emphasized the benefits of movement, including improved academic performance, and many social justice issues in education, and community health and wellness. Bill has also taught *Movement and Academics* as well as *Sustainable Gardening* courses for Kentahten Teacher Training. As a serious gardener, he has seen the potential value in school gardening programs and served as a research assistant in a project focusing on sustainable school gardens in Berkley, CA (The Edible Schoolyard), and the Conserve School and Bayfield Elementary, both in northern Wisconsin.

Theresa A. Ochoa, Ph.D is an Associate Professor at the Indiana University School of Education where she has taught and conducted research for 13 years in the areas of behavioral disorders, technology, and teacher preparation. She teaches courses at the undergraduate, masters, and doctoral level, focusing primarily on introducing special education majors to disability laws that govern the education and treatment of learners with cognitive and behavioral exceptionalities. She currently coordinates all introductory courses in the special education program for all education majors and she acted as Director of the Teaching All Learners Program, a dual certification program in the school of

education. Her current research takes place in correctional facilities and assesses the number and quality of differentiated services provided to youth with disabilities while in confined settings and seeks to increase the transition to work programs for incarcerated youth. Her main contribution in the charter school proposal sought in this application is to provide consultation in the special education realm.

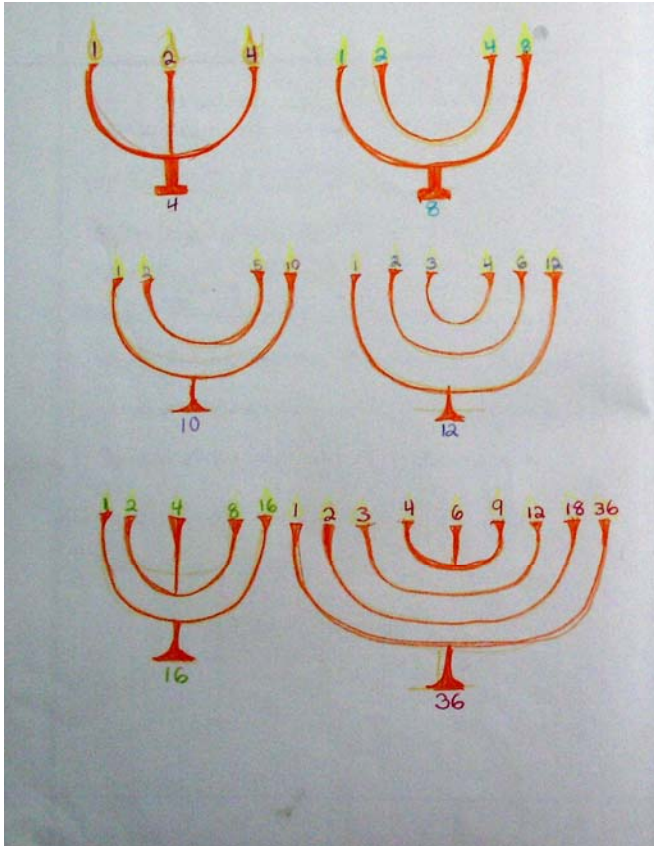
Appendix Q

Description of Parents Club

- The Parents Club will consist of a group of volunteer parents sought out annually, which will replace a traditional PTO, and exist for the general purposes of organizing school fundraisers, to oversee plans for and organization of seasonal festivals, and to maintain a lending library so that families have access to resources which strengthen learning, healthy home life, and Waldorf-inspired education.
- School fundraisers will occur annually, and will be decided upon by vote or consensus among parent club members. Possible fundraiser events include but are not limited to “Art to Remember,” local craft fair events, local grocery store fundraiser gift cards, and a Spring Festival.
- Seasonal festivals (Harvest Festival and Spring Festival) will be organized by the Parents Club.
- Other events as deemed appropriate by Parents Club members and administration which may be organized by the Parents Club will be taken into consideration as time and budget allow.
- The lending library will be a collection of books, DVDs, CDs, and other resources available to the school community for learning more about Waldorf methods and sustainable lifestyles. Parents and staff will be encouraged to take advantage of the lending library by borrowing as well as donating materials. Parents Club members will be responsible for maintaining the library check-out system, soliciting materials, and maintaining general upkeep of the lending library.
- The CEEFS Coordinator and Life Skills Coordinator will be available to the Parents Club for general support and as communication liaisons with staff and administration.

Appendix R

Fourth Grade Math Main Lesson Book: Factor Candelabras



To reduce a fraction, we find the largest factor that the numerator and denominator have in common. For example, reduce the fraction $\frac{8}{12}$: Our candelabra shows us that ~~the number~~ 4 goes evenly into both 8 and 12, so we divide both the numerator and denominator by 4:

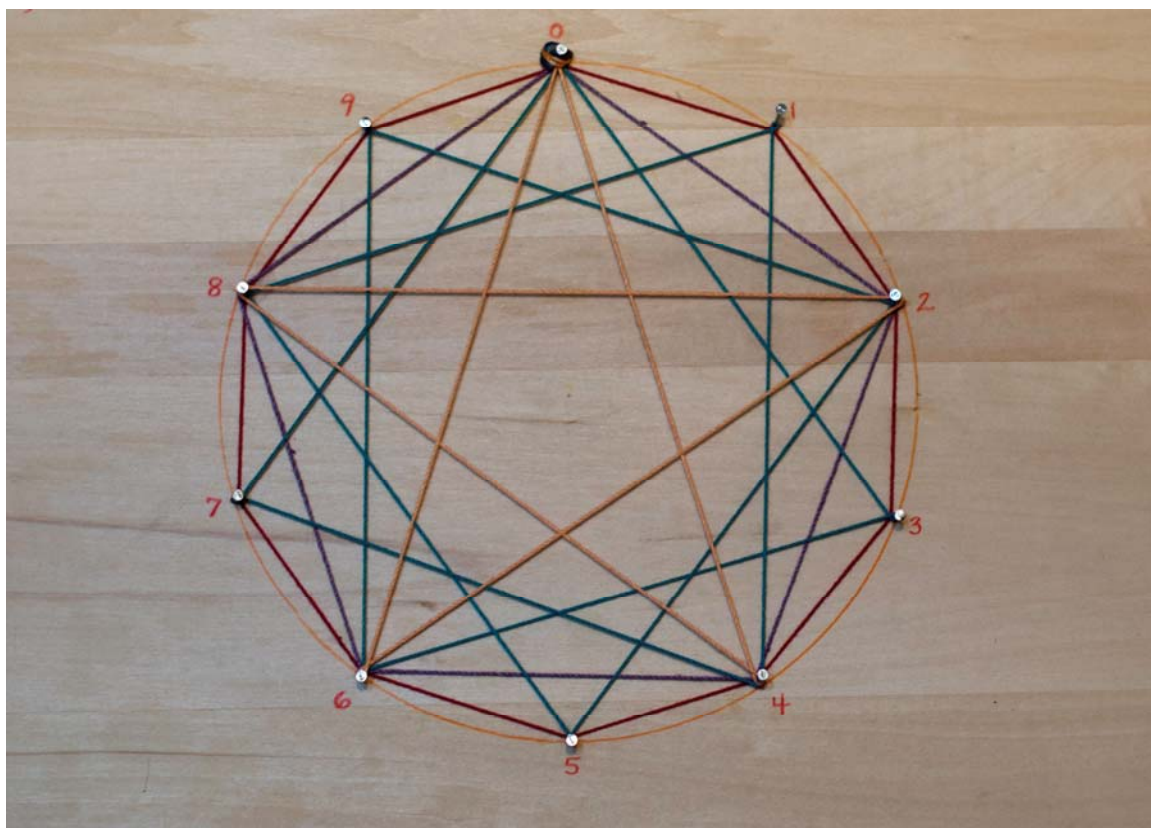
$$\frac{8}{12} = \frac{\overset{2}{\cancel{8}}}{\underset{3}{\cancel{12}}} = \boxed{\frac{2}{3}} \quad \text{This is the reduced fraction.}$$

Appendix S

Fourth Grade Math Main Lesson Book



Appendix T
Fourth Grade Math: Multiplication String Art Project



Appendix U
Main Lesson Book: Grade 7 Science (The Lime Cycle)

