

Middleburg Charter School Application

To the
Loudoun County School Board
8/13/13

LOUDOUN COUNTY CHARTER SCHOOL APPLICATION

MIDDLEBURG CHARTER SCHOOL

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LOUDOUN COUNTY CHARTER SCHOOL APPLICATION

MIDDLEBURG CHARTER SCHOOL

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II. MISSION STATEMENT

The purpose of this application is to establish and maintain a public K-5 charter school in Loudoun County, the Middleburg Charter School (MCS). Our mission is to develop life-long learners who are curious, caring, reflective and productive members of our community.

The school intends to provide the children of Loudoun County an SOL based, academically rigorous, art and music enhanced, integrated curriculum. Children will attain subject knowledge and independent, critical thinking skills that will allow them to achieve advanced academic skills and strong personal values. Through a theme based, interdisciplinary curriculum, including rigorous literacy and math instruction, we plan to prepare students for middle and high school and beyond with a knowledge of core disciplines, understanding of scientific principles and an appreciation of the arts.

The target student population is the Kindergarten through Grade 5 aged student population of Middleburg and surrounding communities. This is a rural and diverse community, serving a population with a high percentage of English Language Learners and low income families, some of whom are considered at-risk students. The school welcomes applications from any K-5 student in Loudoun County and will require parental involvement as a condition of enrollment. (See Attachment A, Windy Hill Family Focus Group Findings, English Language Learner Family Focus Group Findings.)

The school will focus on our rural community, and will have support from the Town of Middleburg, local businesses and farms and the many educational institutions of Western Loudoun. (See Attachment B, Letters of Support from Mayor, Community Music School of the Piedmont.)

III. STATEMENT OF NEED

The creation of Middleburg Charter School (MCS) meets Loudoun County and Middleburg's need for a community based elementary school that develops the whole child, promotes diversity and levels economic barriers through innovative educational approaches that have proven successful in other states and school systems.

Public Charter schools are a proven means of improving educational opportunities for students (Evaluation of the Public Charter School Program, US Department of Education (Finnigan, et.al, 2004) and the US DOE recognizes that charter schools disproportionately attract students and families who are poor and who are from African American and Hispanic backgrounds. Recent studies have shown that charter schools around the US are closing this achievement gap at a faster rate than traditional public schools, especially with regard to mathematics and reading (Robinson and Chang, 2008). Thus, there is every reason to expect that MCS will effectively meet Middleburg's need for academic improvement in this demographic sector.

Middleburg's enrollment as of June 2013 is 59 students. The current demographic profile of the student body is 49% white, 32% Hispanic, and 19% African American or multiracial (profiles.lcps.org). The economic demographic of the school as of October 31, 2012, according to the Virginia Department of Education, is 55.74% eligible for free and reduced lunch. This is much higher than our neighboring schools (Aldie Elementary has 12.9% and Banneker Elementary has 24.32% eligible for free and reduced lunch). Middleburg Elementary serves Middleburg's Windy Hill Community and the many children who live there. The Middleburg Charter School plans to continue to educate these children and continue our relationship with the Windy Hill Foundation. (See Attachment C, Letter of Support from Windy Hill Foundation.)

MCS intends to implement an interdisciplinary theme based curricula as the school's instructional delivery. According to numerous studies, it is in the best interest of the students and the teachers to assign topics that support one another (Brandt, 1991). We intend to base our interdisciplinary curriculum on a model of the Leonardo da Vinci Project used at Barcroft Elementary in Arlington County. Our current demographic and economic population is similar to Barcroft Elementary. Barcroft has 61.12% of its 436 students eligible for the Free and Reduced lunch program for the 2012-2013 school year (<http://www.apsva.us/Page/1113>). The student population of Barcroft is also similar to Middleburg with 23.2% white, 52.1% Hispanic and 9.6% African American, 9.2% Asian and 4.6% multiracial (<http://www.apsva.us/Page/1116>). We plan to partner with the many experts who have built the successful model at Barcroft. Our lead partner is the retired principal, Ms. Miriam Hughey-Guy, who will act as an advisor and mentor with Middleburg Charter School (see Attachment D.)

In addition, the creation of a charter school in Middleburg will mitigate the ongoing threat of closure the current small school has faced for many years. Enrollment has been reduced to 59 students at the end of the 2012-2013 academic year; whereas the total capacity is 137 students. There is a rich history and tradition to this small school, however many families in the community choose not to attend because of the constant threat of closure (see Attachment E.)

IV. EVIDENCE OF SUPPORT

As already stated in this application, the Middleburg community is essential to the success of our Charter School. The Mayor and Town Council have been involved for many months and have provided support. We all have a common goal to keep our school open and to continue to provide excellent education for our community. We have compiled a list of individual supporters and interested parties who have attended community informational meetings and working groups. Support has spread throughout Western Loudoun and continues to grow as the school gains additional media exposure. Attached is the list of supporters and volunteers who have attended charter school meetings as of July 2013 and letters of support from our community. (Attachment F, Community Meeting Minutes, List of Charter School Supporters and Volunteers.)

V. GOALS AND EDUCATIONAL OBJECTIVES

The primary goals of The Middleburg Charter School are to:

- Educate students for future success by promoting academic excellence and equity for a diverse population of students within the public education system;
- Provide a choice of educational opportunities within a public school system for parents, students, and educators;
- Provide a choice for elementary school age children who may not be ready for or choose to enter the larger and socially competitive and complex model represented by the current public elementary school.

EDUCATING THE ENTIRE DIVERSE STUDENT BODY FOR FUTURE SUCCESS REGARDLESS OF ETHNIC OR SOCIO ECONOMIC BACKGROUND:

The Middleburg Charter School will prepare students for success in further education by enabling students to recognize and experience a broader range of choices for future endeavors by preparing them to be responsible and empowered in their own education. This will lead to a more creative, motivated, and passionate student body. In the drastically changing global economy, it is never too early to innovate and design a better more creative way of teaching our kids to think and self-educate. These are lessons that will lead to a lifetime of learning and retention of ideas.

MCS will give children a solid foundation in reading, writing, math, social studies, science, music, art, physical education and theater so as not to foreclose any future careers or interests. Our interdisciplinary approach will weave these core subjects together do give further meaning and reference to each subject and the role that each discipline plays in our world. The school will build its interdisciplinary thematic approach curriculum around the SOQ's and SOL's that are mandated by Virginia and provided by Loudoun County in all of its public schools. The school will focus on this core knowledge and essential skills that they may attain mastery on which future learning will be built.

In order to promote community understanding and involvement, MCS will partner with various for profit and non-profit organizations to bring the flavor, the experiences, and the culture of Loudoun County into our curriculum and our school community. Exposure to the economic system in Loudoun County both currently and historically will give the children a deeper understanding of where they live, as well as expose them to ideas and careers that may ignite curiosity and passion within them.

MCS will foster a range of attitudes and behaviors that will prepare its students for the rapidly changing technologically advanced global economy that we are all finding ourselves a part of. This country must step up, embrace, and implement the best practices and methods set forth through Understanding by Design and the Interdisciplinary Thematic Instruction if we are to keep up with and compete.

To achieve a truly integrated curriculum, teachers must work as a team. Each quarter, the teaching staff will gather and analyze data about students' performance, special areas of teacher expertise, and share effective teaching methods. This information will be used by the team of teachers to plan grade-specific units. These units will be based upon the objectives specified in the Standards of Learning. They also will tie the disciplines together such that the disciplines reinforce and inform one another, emphasizing connections among diverse subject matters. These connections will help students to develop skills, concepts, and attitudes that will aid them in understanding multiple disciplines. Furthermore, research has demonstrated that students become more motivated when they observe these cross-disciplinary connections. In the course of their studies, the students will be expected to develop and hone skills to formulate a question or define an issue. They will find relevant information using appropriate tools and evaluate it through critical thinking and quantitative analysis. They will solve problems and make decisions based on available information and organize and present their work both orally and in written or graphic form.

To maintain continuity, teacher conferences will be regularly scheduled throughout the quarter. These conferences will include the principal, teachers, and when appropriate, other instructional staff, parents, and volunteers. This method of curricular integration, which utilizes common planning and teaching time, will make MCS unique among Loudoun County Public Schools.

CHOICE IN EDUCATION:

Another primary goal of MCS is to provide a choice in educational opportunities for students, parents, teachers, and the community. The availability of choices within the public school system is not just for those who cannot afford private schools it provides a real option for all county students regardless of their financial status.

Those students who prefer to learn through a rigorous interdisciplinary theme-based curricular education may choose Middleburg Charter School, with the option to return to their assigned public school at any time. The availability of choice is an important element in educational accountability and promotes higher standards throughout the system.

Through MCS's specific objectives, Middleburg Charter School will provide children with a positive educational and social experience in a structured, challenging and nurturing environment. MCS will be a school community in which students, staff, and parents are jointly aware of and committed to the mission and goals of the school.

SPECIFIC OBJECTIVES:

- Students will develop clear and effective written and oral communication skills.
- Students will acquire a strong foundation in mathematical reasoning and skills.
- Students will learn about the political, economic, cultural, geographic, and technological forces that have shaped the history of the world and the United States.
- Students will develop an informed appreciation of the arts, music, and theater and participate in their creation.
- Students will learn the essentials necessary for a healthy, safe, and physically fit life.
- Students will recognize the importance of hard work, personal responsibility, and respect for others.
- Students from all demographic groups will perform at high achievement levels.

SPECIFIC GOALS:

- All 3rd and 5th graders will read at or above grade level by year three of operation
- The total number of students enrolled by year three: 140
- Percentage of family participation each year: 100
- Average annual grants and community contribution for the first three year: 10% of operating budget
- Average student to teacher ratio in year three: 18:1
- Average daily attendance during year three: >90%
- School progress and satisfaction will be measured by an annual Board directed survey
- MCS students will achieve and exceed the state and federal benchmarks

VI. DESCRIPTION OF EDUCATION, PUPIL PERFORMANCE STANDARDS AND CURRICULUM

Current Elementary Teaching Model

Like many schools, Middleburg Elementary employs the traditional model of a single teacher in a classroom instructing students in one grade. The teacher instructs the core SOL subject areas of English, Mathematics, Science, and History/Social Science. Specialists in reading, PE/health, technology, art and music provide instruction in those areas part time. The use of the generalist teacher is attractive for elementary education in terms of cost efficiency and ease of management in schools with hundreds of students. A uniform curriculum taught by teachers with a minimum level of education and certification ensures that a baseline level of education can be provided at a reasonable cost.

However, the model of the generalist teacher at the elementary level developed in an era when the level of education expected of the general populace was significantly less, especially in mathematics and science. There is a growing consensus that today's elementary school teachers need advanced subject area expertise in their chosen subject areas and the ability to focus their instruction in these areas. To present the material with the insight and passion needed to ignite our children's curiosity and sustain their desire to learn requires much more than rote subject presentation and exercises with the goal of bringing students to a minimum level of proficiency. For the case of teaching math, see "Knowing and Teaching Elementary Mathematics", where the author Liping Ma makes a persuasive case that the "profound understanding of elementary mathematics" attained by senior teachers in China explains the exemplary achievement of their elementary students compared to US students.

In response to the falling enrollment at Middleburg Elementary over recent years, combined classes have been instituted under the traditional teaching model. Instead of teaching a class of students in one grade, a single teacher must now teach the core subjects to students comprising two grades. A teaching assistant joins the certified teacher in the combined grade classroom if the class size exceeds more than 15 or so students. Obviously, the task confronting the generalist teacher becomes more difficult in a combined grade class. The teacher must master the content of two grades and teach that material in the time normally allotted for just one grade.

On the other hand, use of the combined grade, or multi-age, class brings tangible benefits to the students not available to those in a single grade class. In a multi-age classroom, children gain skills in socializing across ages and peer groups. Younger children benefit from a more stable and secure learning environment since their teachers don't change year-to-year. They are able to see what lies ahead and have a behavior model to observe as the older students work at a more advanced level. Those able to progress faster in specific skills or areas can be integrated into a more advanced lesson. Older children in the class can assist in teaching younger children

and thereby begin to develop leadership and mentoring skills. Lastly, one teacher maintains his or her relationship with each student over two or more years. This continuity in the teacher-student relationship can only enhance the effectiveness of our teachers.

Proposed Model for Middleburg Charter School

The above considerations have led us to propose a model for Middleburg Charter School that begins with teachers that are highly qualified in a core subject, termed here exemplary teachers. Exemplary teachers will teach primarily their subject areas to students across multiple grades. Depending on enrollment, we envision one to two teachers with graduate level degrees or advanced teaching certification in reading and language arts to develop, supervise, and instruct the language arts programs for all levels with special attention to reading in the K-2 classes. Additionally, one to two exemplary teachers, highly qualified in math and or science, will teach and be responsible for the curriculum and instruction for the school in math and science with emphasis on ensuring a rigorous and engaging program for the 3-5 classes and the 6-8 classes.

To gain the benefits of combined grade classes, children will be grouped in multi-age classes of KG through 2, and 3 through 5. The exemplary teachers will be highly qualified in their area and/or possess degrees in their subject area. They will also serve as mentors to junior teachers serving as assistants who aspire to become highly proficient in that subject area. These exemplary teachers will also act as leaders in the professional development programs implemented by the MCS administration. These programs are the keystone to the foundation of the charter. It is widely accepted in the education community that excellent teachers are single most important factor in a successful school. Therefore, MCS will implement a Professional Learning Community which is a gathering of the teaching staff throughout the year to provide for professional development opportunities and collaboration among the staff. This will constitute approximately twice a week for a minimum of 60 minutes for teacher collaboration and professional development. This will be led by two lead teachers on the staff who will be responsible for developing and implementing the PLC program. The Principal should be intimately involved in this as well, however, it needs to be driven by the teachers, thus empowering the staff to reach a higher level of excellence. Just as our students must be empowered to take control of their own education and become passionate about learning, this philosophy also applies to the teaching staff and development of passionate and excited teachers. Passionate and excited teachers will be the key to success.

Based on the results of the current research and other available evidence, we believe that the interdisciplinary curriculum provides the best model for designing and delivering lesson plans to our students. The use of exemplary teachers and multi-age classes should enhance the strengths of the interdisciplinary curriculum. Unlike individual grade generalist teachers, our exemplary teachers will oversee, with consistent quality across all grades, the development and

delivery of lesson plans in their subject area as embedded in the curriculum's theme or topic. Instead of separate, unrelated lessons varying by subject and grade, all the students in a multi-age class will be working on related problems in the context of the interdisciplinary topic. (See examples of Thematic Unit Plans, Grades 2 and 5, Attachment G.)

A unique challenge facing Middleburg Charter School will be the possibility of unusually small enrollment levels in the initial year. Using multi-age classes helps to meet this challenge. Initial planning should provide for an opening enrollment of 60 students. Under this scenario, we can employ two multi-age classes, one KG-2 and one 3-5. The school's full-time teaching staff would be four teachers. Two would be exemplary teachers, one highly proficient in math/science and the other in language arts. These two teachers would be assisted by and mentor two junior teachers. The exemplary teachers would instruct each of the two multi-age classes in their subjects. The remaining SOL subject areas would be taught by a combination of the four full-time staff, and part-time itinerant staff as needed. We propose that music will be taught by the Community School of the Piedmont, a community non-profit that has experience in teaching elementary school students in a variety of instruments.

As enrollment expands, Middleburg Charter School can grow with flexibility to respond to demands from the student body's profile. For example, an influx of younger children can be met by adding a second KG-2 grade plus a language arts exemplary teacher and then in two or three years we can add a second 3-5 grade with a math/science exemplary teacher. Or, an unusually large number of children at, say, grades 3-4 could be accommodated by adding a second multi-age class for that group with the addition of one more exemplary teacher specializing in math/science.

Middleburg Charter School will follow a modified year round calendar and intends to implement after-care in conjunction with Loudoun County Parks and Recreation. The year-round school calendar provides two benefits compared to the nine month calendar. First, students suffer less loss of knowledge and atrophy of skills with a summer break only half the length of the current break. Second, the two two-week intercessions between grading periods serve as opportunities to offer short courses tailored to the needs of the student body as well as half or full-day camps through LCP&R as demand allows. The after-care at school will meet a community need for after school care that can be integrated with tutoring and enrichment activities such as clubs and sports.

Proposed School Calendar

August 4, 2014 - First Day of School

August 29-30, 2014 - Parent Teacher Conferences

September 2, 2014 - Holiday

October 2, 2014 - Leonardo Learning Day & Night

October 6, 2014 - Grade Preparation Day

October 7-8, 2014 - Parent Teacher Conferences

November 10, 2014 - Holiday

November 19-21, 2014 - Holiday

December 18, 2014 - Leonardo Learning Day & Night

December 19, 2014 - Grade Preparation Day

December 22-January 2, 2015 - Winter Break

January 19, 2015 - Holiday

February 12-13, 2015 - Parent Teacher Conferences

February 16, 2015 - Holiday

March 26, 2015 - Leonardo Learning Day & Night

March 27, 2015 - Grade Preparation Day

March 30 - April 10, 2015 - Intercession/Optional Enrollment

April 13 - 17, 2015 - Spring Break

May 25, 2015 - Holiday

June 11, 2015 - Leonardo Learning Day & Night

June 19, 2015 - Last Day of School

We have summarized the key elements we propose for Middleburg Charter School in the table below.

| Current School Environment | Desired School Environment | Remarks/Rationale |
|---|--|--|
| Half-Day Kindergarten | Full-Day Kindergarten | <ul style="list-style-type: none"> - Early childhood learning critical - Community need for full-day KG - Fund with community support |
| Grades Combined as needed by enrollment (e.g. Gr 1-2, Gr 3-4 combined) | Multi-age classes (e.g. K-2, 3-5) | <ul style="list-style-type: none"> - Mentoring & leadership opportunities - Younger children motivated by peers - Encourages empathy and respect across age groups - Continuity in student/teacher relationship year-to-year - Allows efficient staffing for small enrollment and scaling up to larger enrollment - Allows dedicated discipline rooms: e. g. Science, Art and Music, not just single-grade rooms |
| General education elementary teachers teach all core subjects for one to two grade levels | Specialized Math/Science, Language Arts, Art & Music Teachers | <ul style="list-style-type: none"> - Senior and/or highly qualified teachers specialize in their chosen area and teach multiple ages - Ensure superior teaching of the critical math and reading skills - Facilitates staffing multi-age grades - Serve as mentors to junior teachers/ teacher assistants |
| Curriculum lessons, workbook and supplementary material topics vary widely | Interdisciplinary aka Integrated Thematic Instruction (ITI) Curriculum | <ul style="list-style-type: none"> - Lesson plans designed around unifying core topic, theme, or project studied for weeks or months - Subjects and skills learned in context of core topic - Facilitates integrating culture and history of the local community - Integrates Art, PE/health, Music now taught in isolation - Research supports learning in concrete context |

| | | |
|--|--|--|
| Arts, PE, & Music taught independently of other subjects | Integrated/Enhanced Arts, PE, & Music | <ul style="list-style-type: none"> -Lesson planning as part of ITI -Enriches children's environment and teaches the whole child |
| Seven-hour day with no after care on-site | Longer school day/integrated after care | <ul style="list-style-type: none"> -Integrate Loudoun Parks and Rec on site -Support community need for care outside normal school hours -Facilitates after school volunteer tutoring, clubs and sports |
| Nine month calendar | Modified year-round quarter-based calendar | <ul style="list-style-type: none"> -Avoid erosion of progress over long summer break - Inter-sessions for remediation, short courses, camps (art, music, PE) |

VII. PUPIL EVALUATION: ASSESSMENTS, TIMELINE, AND CORRECTIVE ACTION

The multi-age classrooms and "exceptional" or lead teachers that specialize in a core subject will lend itself to a more effective assessment of each student. In the standard model where students are assessed each year by their specific grade teacher, each child is assessed by a new teacher each year. Multi-age classrooms with subject specific teachers have the ability to track each child's performance year after year in a more comprehensive and effective way. These teachers have the benefit of not only focusing primarily on their specific subject with each child, but to really know that child, their parents, and potentially have "real" knowledge over time of that child's life inside and outside of school hours and property. The potential for a child to go from one grade to the next and into a new teacher-student relationship, while perhaps a divorce is happening at home, or a death in the family has occurred, or some other real life stress, this potentially would affect a child's performance and ability to concentrate, but may be missed by the "new" teacher. Multiage classrooms and lead core specific teachers create the possibility of a closer knit, and a more strongly connected school community. The teachers inevitably really get to know their students and their families.

Phonological Awareness Literacy Screening:

Phonological Awareness Literacy Screening (PALS) was developed by the University of Virginia and is designed for early elementary literacy screening. The purpose of the test is to identify children in need of additional support in phonological awareness. All MCS kindergarten students are to be given the PALS. Students that receive intervention in grades 1 and 2, as well as students new to Virginia in grades K-2, are also given PALS.

From the PALS Web site:

"The Phonological Awareness Literacy Screening (PALS) is the state-provided screening tool for Virginia's Early Intervention Reading Initiative, and is used by 98% of school districts in Virginia on a voluntary basis. PALS consists of two screening instruments, PALS-K (for students in kindergarten) and PALS 1-3 (for students in grades one through three), which measure young children's knowledge of important literacy fundamentals, including phonological awareness, alphabet knowledge, knowledge of letter sounds, spelling, concept of word, word recognition in isolation, and oral passage reading. The major purpose of PALS is to identify those students who are below grade-level expectations in these areas and may be in need of additional reading instruction funded through the EIRI. PALS can also be used as a diagnostic tool to provide teachers with explicit information about what their students know of these literacy fundamentals to help guide their teaching."

Degrees of Reading Power:

The Degrees of Reading Power (DRP) assessment will be administered to all MCS students at grades 2, and 4.

The testing company, TASA, describes the assessment in the following manner:

"DRP tests are holistic measures of how well students understand the meaning of text. Test results are reported on the DRP Scale of Text Difficulty – the same scale that is used to measure the reading difficulty of printed material. By linking students' DRP test scores with the readability values of books, teachers are able to locate, assign, or recommend textbooks, literature, and popular titles of appropriate difficulty to their students."

DRP test scores, therefore, indicate to students and teachers the approximate readability level of a text that a reader will successfully read. In other words, receiving a DRP test score of 65 would mean that the reader could successfully read texts written at or below a DRP level of 65.

No research exists to support the notion that reading texts at the level of frustration—a level beyond the ability of the reader to comprehend—does anything but produce frustration on the part of the reader. Readers should be spending time in texts that they can comprehend. This comprehension may be achieved independently or with instructional support from the teacher.

Standards of Learning

The Virginia English Standards of Learning (SOL) define the curriculum for each grade level. All Virginia public school students are given multiple-choice standardized tests that assess the students' understanding of the SOLs.

Information about the reading and the writing tests can be found at the Virginia Department of Education's home page.

Standards of Learning ENGLISH: Reading\Literature and Research Test

The SOL English: Reading/Literature and Research Test is given at elementary grades 3-5.

Standards of Learning ENGLISH: Writing Test

The SOL English: Writing Test is given at the elementary level at grade 5. The writing test has a directed writing section where students respond to a prompt. The test also has a multiple-choice section where students answer questions about composition and revision, as well as questions about grammar, usage, and mechanics.

Developmental Reading Assessment

The Developmental Reading Assessment provides teachers with a method for assessing and documenting primary students' development as readers over time. Its purpose is to identify students' reading level, defined as a text on which students meet specific criteria in terms of accuracy, fluency, and comprehension. Additional purposes include identifying students' independent reading strengths and weaknesses, planning for instruction, monitoring reading growth, and, for the grades 3-5, preparing students to meet classroom testing expectations and providing information to teachers, schools, and region regarding reading achievement. The assessments are conducted during one-on-one reading conferences as children read specially selected assessment texts. A set of leveled texts, which increase in difficulty, are used for the assessment. The DRA evaluates the major aspects of reading that are critical to independence as a reader.

Clearly teachers need to monitor each student's abilities and progress over time. Doing this well is critical to understanding the child's instructional needs and effectively communicating progress to parents.

Standardized Testing

School districts, state and federal education bureaucracies have shown an increasing appetite for standardized achievement testing of our students. These tests are costly and time consuming to prepare for and administer. Worse, they provide no benefit to our students or teachers. The most notorious, the SOL tests, are used mainly to measure the quality of education in a school and thereby label schools as underperforming. In the future, they may be used to evaluate teacher quality. Both applications are erroneous uses of the results standardized achievement tests (W. James Popham, "Educational Leadership: Using Standards and Assessments: Why Standardized Tests Don't Measure Educational Quality.")

In our charter school, we want teachers who know how each child is progressing and how to effectively continue teaching each child so that the child progresses towards the school's goals. It is also critical that teachers and the school communicate clearly to the parents how each child is progressing with report cards being the formal documentation for each child's progress. Ultimately, the teachers are accountable to the principal directly and to the parents indirectly. If all of this is done well, then standardized testing provides extra information on the progress of individual children. At best, the standardized test results capture the knowledge level of the child very much like a poor quality, grainy, black and white snapshot captures the image that child.

In summary, we recognize the importance of assessing each student's progress accurately and comprehensively; teachers must "know our children's proficiency with critical skills by closely observing and probing their thinking daily". In other words, we will employ frequent, teacher

driven assessments that produce useful information to both the teacher and the parent for understanding each child's degree of progress and how to better teach each child. While SOL tests are required by regulation, we do not need to be distracted by, nor enamored by the results of, standardized achievement tests that have limited uses in evaluating individual children or teachers.

Student Portfolios

Teachers and students will maintain an individual portfolio of the child's work throughout their years at MCS. This work will serve as a true record of the progress the child has made as he/she moves from one grade to the next. These will be available to students, parents, Loudoun County School Board, the community (anonymously of course), and the state as examples of the level of performance of the MCS students. These portfolios will also provide a comprehensive view of the student's growth over the years.

Remediation

Students who, for whatever reason, are not progressing in school at expected rates have the opportunity to participate in programs of prevention, intervention, and/or remediation (for example, Reading Recovery, and Standards of Learning remediation classes). Student progress is assessed using a wide range of criteria, including classroom curricular assessments, parent/caregiver observation, and teacher judgment. The multi-age classes and the exemplary/specialist teachers as a model for the interdisciplinary method, by design, creates situations within which each child is observed on a continual basis by multiple teachers rather than primarily one classroom teacher. The more sets of eyes and ears observing a child and their progress will lead to a better understanding of that child's needs, whether they lead to prevention, intervention, remediation, or recognizing that a child is becoming complacent and needs to be challenged. Parents receive information regarding ongoing assessments of student progress throughout the school year in a number of formats (conferences, report cards, weekly backpack mail). MCS's model for teaching wherein lead teachers for each subject area are focusing primarily on language arts for example, allows the teacher to perform regular assessments which will lead to a more proactive approach in assessments and remediation. As discussed previously in this section under assessments, MCS's multiage classroom model will also inevitably lead to a more meaningful and comprehensive remediation tools and programs.

VIII. ADMISSIONS PROCESS

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

The Virginia Charter School Law Section 22.1-3 (see Attachment H) will be adhered to in all areas: enrollment, lottery and waiting list. Clarification is needed as to the Federal NCLB Guidance (USDOE 2004) regarding students that are presently enrolled at MCS for the school year 2013-2014.

Our recommendations are as follows:

- All students enrolled for the 2013-2014 school year and their siblings be grandfathered into MCS upon opening in August 2014.
- MCS's lottery will be conducted by assigning a number to each application. The numbers, separated by grade level, will be placed in a hopper. The numbers will be drawn during a video-taped session by a third party, such as an accounting firm.
- MCS is founded on the belief that parent/guardian/family support and involvement in their children's education is essential to students' academic success. Therefore, parents/guardians will, as part of the admissions contract, commit to six hours of volunteer service to the school per quarter. Understanding that working parents will find it difficult to serve these hours during the school day, MCS will offer numerous opportunities for families to fulfill the contractual requirements. If the parent/family is still unable to meet the requirement, the admissions committee will determine whether a good faith effort has been made to fulfill the contractual requirements. If the committee determines that such an effort has been made, the noncompliance will be expunged. If no good faith effort has been made or in the event that a family does not fulfill the contractual requirements in at least two of the four quarters, they will be requested to transfer their child, regardless of academic standing, to another school at the end of the year.

Admission timeline:

- February 2014– Registration Opens - applications online and at the school
- April 2014 – If the present enrollment plus the applications submitted is less than maximum capacity of the school the parents are notified of the student's acceptance at MCS.

If this total exceeds the maximum capacity, then the lottery is implemented with the applications received as of April 30, 2014.

Transfers:

Students that desire to transfer from LCPS to MCS will follow the county guidelines and the principal at their present school will initiate the application and it will be submitted to LCPS and the principal at MCS for submission to the Admissions Committee. The Admission committee will follow the guidelines noted above and notify all parties as to the status of the request within three business days.

Those students who want to transfer from MCS to LCPS will follow the county guidelines and complete the process through MCS principal.

IX. DISCRIMINATION

All aspects of the Curriculum (Section V) and Admissions (Section VIII) at the Middleburg Charter School will follow all federal and state laws prohibiting discrimination on the basis of disability, special needs, race, creed, color, gender, national origin, religion, ancestry, or the need for exceptional education services. The MCS shall be subject to any court ordered desegregation plan in effect in the school division.

X. DISPLACEMENT PLAN: PUPILS AND EMPLOYEES

Displacement of students at MCS will follow the LCPS guidelines under the Open Enrollment policy. Employees who will not be employed at MCS will be reassigned to positions within LCPS.

In the case of termination or revocation of the charter, students will return to their LCPS assigned school. Staff members, as employees of LCPS, will be reassigned to positions within the school system.

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

XI. MANAGEMENT AND OPERATION

The Middleburg Charter School expects and encourages the active engagement of all participants in the school, including parents of students, the principal, full and part-time teachers, staff, volunteers, and leaders in the community. We anticipate a spirit of cooperation and communication among all the groups involved in the formal decision-making process, which will be, whenever possible, based on a broad consensus. This balance of active engagement, consensual agreement and clearly defined responsibilities is reflected in the overall governing structure.

The organizational structure of MCS is divided into two essential components. First, the MCS Board of Directors (hereafter “the Board of Directors”) is the legal entity that will enter into a charter agreement with LCPS, establish and operate MCS. The Board of Directors constitutes the link between LCPS Board and the School Planning and Management Team, and is responsible for negotiating and assuring compliance with the Charter Agreement (and any proposed amendments), ensuring adherence to applicable laws and regulations, making policy decisions, and monitoring the operational decisions of the School Planning and Management Team. Second, the School Planning and Management Team undertake all the elements responsible for the day-to-day operation of the school.

Both the Board of Directors and the School Planning and Management Team will provide annual reports open for public inspection, as well as follow accountability measures established by Loudoun County School Board.

Board of Directors

The Board of Directors is responsible for overseeing, upholding, maintaining, and sustaining the mission and vision of the MCS. It will follow the recommendations of the various standing committees and task forces as fully as possible to determine the best course of action for MCS at various junctures. The Board of Directors also will review the governing principles and by-laws of the MCS annually and it will seek advice from an Advisory Board composed of consultants from the community.

Role and Responsibilities

The paramount responsibility of the Board of Directors is to ensure the principal, parents, teachers, and staffs are upholding the mission, curriculum, and purpose of MCS. Specific responsibilities of the Board of Directors include:

- enter into a Charter Agreement with LCPS
- establish and operate the Middleburg Charter School
- negotiate charter amendments, waivers, and annual budgets
- negotiate terms and use of facilities

- negotiate independent contracts
- approve annual report and audit for submission to LCPS

Constitution and Election

The Board of Directors will consist of a total of 7 members: five elected members, and two non-voting *ex officio* positions. The elected members will consist of a Chair (President), two Standing Committee Chairs and two at-large positions. The two non-voting positions will be held by the current principal of MCS and the town council representative..

The founding members of MCS Development Team and the Working Group establishing the public charter school shall elect the first Board of Directors. Of the five elected positions, three shall serve a two year term and two shall serve a one year term initially. Thereafter, elected members will serve two-year terms in staggered classes and the existing Board of Directors will elect all successive Board members.

The Board of Directors shall choose one among its own at its annual meeting to be held in June as the Chair of the group. The Board of Directors shall meet once a month, in the school building.

There is a limit of two consecutive terms during which a Board member may serve. Following a one-year break from service, former Board members are again eligible to be candidates for re election to the Board of Directors.

The Board of Directors will have ultimate responsibility for fulfilling the school's mission. The Board will provide oversight of the school and accountability to the general public. The Board will hire the Principal and rely on the School Planning and Management Team to run the operations of the school.

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

- Assuming fiscal and legal accountability through rigorous financial planning and strong financial controls
- Hiring and evaluation of the Principal
- Providing overall policy direction and guidance to the Principal
- Publicizing and attending scheduled meetings
- Planning and participating in general meeting
- Participating, as appropriate, on interview teams for staff position applicants.
- Understanding and articulating the school's mission
- Coordinating and facilitating communication between committees where needed
- Addressing specific member concerns
- Ensuring broad access to information about the school
- Ensuring school decisions are reached through a democratic process and that dissenting voices are heard

- Keeping up with developments (internal, external, and financial) affecting the school
- Publishing meeting proceedings according to the Virginia Freedom of Information Act policies of LCPS
- Periodically reviewing the tasks of Standing Committees to ensure the needs of the school are met
- Working with the school's Parent/Teacher Organization to build involvement of community members in the MCS
- Forming liaisons with community organizations and other schools within the region
- Nominate Advisory Board Members

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

Qualifications for Board of Directors

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

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

School Planning and Management Team

The School Planning and Management Team are responsible for providing a quality education in accordance with MCS's vision and mission that complies with applicable policies, laws, and regulations. It is important to the cooperative spirit of the school that the Principal, Teachers, staff, and parents conceive of themselves as a team that keeps the education of the students at the center of all deliberations. The School Planning and Management Team members are as follows:

- Principal
- PTO President/Representative

- Custodial Staff Representative
- Two Master Teacher Representatives
- Principal

Qualifications: Minimum of a master's degree in education or education administration, Virginia certified and highly qualified, Virginia Administration and Supervisory Certification, Strong demonstrated administrative experience, Minimum of eight years teaching experience, Shared vision of MCS mission and goals.

Responsibilities

The Principal is an integral member of the learning community, which is comprised of students, staff and families. The Principal will be the official spokesperson for MCS and serves as an ex-officio member of the Board of Directors. The Principal will act as a liaison between the Board and staff and attend all board meetings. The Principal will establish and maintain regular communication with the LCPS Board, the superintendent and school administrators. The Principal must support shared decision-making, promote collaborative leadership, and require accountability from all involved parties. The Principal is responsible for knowing each student on a personal basis and maintaining positive relationships with parent/sponsors. The Principal should be organized, flexible, creative, and accessible. In addition to serving as the educational leader of the school, the Principal is responsible for planning, budgeting, facilities management, scheduling staff development and supervision and evaluation of staff. Responsibilities also include running the school efficiently while advancing the ideals of the MCS.

The Principal has the responsibility of creating a community of learners and supervising teachers and staff. The Principal oversees and encourages all segments of the school to function smoothly throughout the year. The Principal is responsible for upholding the standards of MCS in accordance with the school's mission and state and federal mandated assessments. As the officer responsible for good administrative and fiscal management, the Principal serves as liaison to the LCPS Board, LCPS Administration and state board(s), keeping these bodies abreast of the daily affairs of the school.

Standing Committees

Standing Committees are composed of families enrolled in the MCS, teachers, staff, and members of the general public. Each Standing Committee is chaired by an elected member of the Board of Directors. Standing Committees make recommendations to the Board of Directors. They develop strategic objectives, oversee tactics that implement these strategic goals, and assign task forces to prepare or complete specific tasks. The following three Standing Committees will be created:

- Finance and Fundraising Committee
- Volunteer and Community Involvement Committee
- Facilities Committee

Roles and Responsibilities of Standing Committees

The Standing Committees will play a major role in the school's governance. These committees will be the primary authority for all matters relating to their respective areas and will serve as the primary means of communication and input from members of the community, staff, teachers, parents, and members of the LCPS Board and School Administration. The Board of Directors must consider the specific scope of responsibilities of the respective Standing Committees prior to recommendation and consideration on matters within the purview of each Committee.

Standing Committee members consist of an elected Board of Directors member (Chair), other Board of Directors members (if appropriate), and volunteers committing themselves to serve for the duration of one year. The Chair will call the first meeting of each respective Standing Committee at the beginning of the school year. Committees may elect a Co-Chair if appropriate. The Chair(s) and all volunteer members for each Standing Committee are expected to attend all meetings.

The Board of Directors will periodically review the tasks of the Standing Committees and may propose new or revised Standing Committees if needed.

Fundraising Committee

The purpose of the Finance and Fundraising Committee is to oversee the financial health of the school and to assist the Principal in making financial decisions. The Fundraising Committee will work to assure the school is engaging in continuous fundraising activities by exploring and researching new fundraising venues, planning or tasking-out fundraising events and reminding the general membership of their responsibility toward achieving financial security for the school. This committee will work with the Western Loudoun County Community Schools Foundation, a non profit established to raise significant money from corporate and major donors to support the school.

Among its tasks, the Finance and Fundraising Committee will:

- Collaborate with the Principal to construct proposed annual budget
- Coordinate annual fundraising events, annual solicitations and corporate gifts

- Work with the PTO to draw on general membership to assist in organizing fundraising events
- Initiate and coordinate grant writing with the Partnership
- Meet on a regular basis throughout the school year

2. Volunteer and Community Involvement Committee

The purpose of the Volunteer and Community Involvement Committee is to oversee and organize the various volunteers and community groups to assist the staff in integrating hands on instruction in the curriculum. It will also serve to assist parents in fulfilling their contractual involvement with the school. Responsibilities will also include tracking hours of parental involvement and notifying parents who have not fulfilled their required hours. As well as identifying those resources in the community for the teachers and staff to utilize in the curriculum development at MCS.

3. Facilities Committee

The purpose of the Facilities Committee is to plan and oversee improvements to the building and grounds. The Committee will work with the Virginia Sustainable Buildings Network (VSBN) and other groups committed to environmental sustainability, energy efficiency and historic preservation and make recommendations to the Board of Directors for building improvement. This committee also will oversee the day-to-day repairs and uses and will approve non-school use of the facility. Among its tasks, the Facilities Committee will:

- Network with groups such as VSBN to determine appropriate building improvements
- Arrange for repairs
- Notify the LCPS Board of any proposed changes to the building and grounds
- Oversee building and grounds improvements and construction
- Communicate with the principal and PTO to relay need for volunteers for grounds and building beautification
- Prepare the building and grounds for special events
- Approve use of building in non-school hours
- Keep a facilities calendar
- Loan out facility for approved uses

Advisory Board

The members of the Advisory Board will make their experiences and expertise available to the benefit of the school and in accordance with the vision and mission of MCS. Their expertise

can relate to the local region and community, to environmental and agricultural issues, to local history and world geography, to science, the arts, languages and technology, and to questions pertaining to legal and fiscal concerns. The work of the Advisory Board may involve attending meetings of specific tasks forces, standing committees and the Board of Directors to provide information or help with various tasks. The Board of Directors will nominate Advisory Board members. There is no limit on the number of members serving on the Advisory Board. They serve renewable three-year terms.

Parent Teacher Organization (PTO)

The PTO has an essential role in manifesting the mission and goals of MCS. The PTO's role is supportive, providing a venue for parents and teachers to discuss and express community desires for school. The PTO will have input but not decision making ability regarding the direction of MCS, assist w/ designing and maintaining the school web site, funding special projects, aid in securing volunteers within classrooms, provide teacher grants, funds for activities, assist with funding foreign language instruction, coordinate guest speakers, and organize extracurricular events for the school.

Other

All complaints, grievances, and other concerns addressed in MCS policy or procedure will be handled through the same channels as any other LCPS school; i.e., any process normally handled by and through the principal in LCPS will be handled by the Principal of MCS. With regard to parent disputes, the first line of communication will be to the teacher, the next line will be the principal, and finally the Superintendent. Employee disputes will be directed to the appropriate administrator, followed by the principal, and finally LCPS Human Resources. Unresolved disputes will be referred to the Loudoun County School Board.

XII. EMPLOYEE RELATIONS

As stated in the Code of Virginia for charter schools, "public charter school personnel shall be employees of the local school board or boards granting the charter." In accordance with federal laws, the laws of the Commonwealth of Virginia and the policies of the School Board of Loudoun County, MCS will not discriminate on the basis of sex, race, color, age, religion, disabilities or national origin in the provision of employment and services. MCS will not house an HR department. The school will take full advantage of LCPS Human Resources. After selection of appropriate candidates by MCS, contracts will be negotiated by LCPS Human Resources and will include salary structure and benefits as budgeted and provided by MCS. Security checks and fingerprinting will be provided by LCPS subject to formal administrative contract negotiations with MCS. MCS employees will follow the same basic policies and bylaws established by LCPS Board.

Prior to the school opening the HR contact person for MCS is the Chairperson of the Board of Directors; after MCS opens the HR person will be the principal of the school.

MCS Board of Directors will perform the annual evaluation of the principal utilizing a personnel evaluation procedure modified from that utilized by LCPS.

MCS will utilize the same personnel evaluation procedures as LCPS.

Counseling and grievance procedures will follow LCPS guidelines and EEO counseling will be made available to all MCS employees through the LCPS Department of Human Resources.

Benefits to MCS employees will be the same as for other employees of LCPS.

MCS will provide training and education programs to all eligible employees on an equal basis based on the needs of the school.

Recruitment and Selection of Teachers and Staff

The MCS Board of Directors will establish a representative team of Board of Directors members to conduct interviews to find staff members who share the philosophy of learning on which the school is based. The first year, the interviewing panel will include members of the committee that have prepared this application. Once a principal has been hired s/he will be asked to participate on the interview team. After the first year, the MCS principal, relevant staff members, and designated Board members will conduct interviews. All employees will have taken VDOE training or received certification. Before and during the interviews, the applicants will be informed of details that make the school unique. The expectation will be that any teacher hired will exhibit the energy and willingness to create lessons that integrate all subjects. During the summer prior to the school's opening, staff will

be required to orientation sessions to acquaint them with the school's mission, design, and teaching methodology.

XIII. HEALTH AND SAFETY

The Middleburg Charter School will follow the same procedures for hiring all staff as the LCPS. Each staff member must prove eligibility for employment and provide all documentation of their qualifications for the position they wish to fill. All teachers must hold a valid teacher's license prior to the beginning of the school term.

Health and Safety Requirements

Every person employed must file an official health certificate with the designated person in the LCPS Administration Offices or complete a satisfactory physical examination, depending on the requirements of the position. This must be done prior to beginning duties unless an extension is given for extenuating circumstances.

The school facilities will be inspected as required and will confirm to state and federal regulations. An OSHA bulletin board in the staff room will prominently display relevant current materials and notices.

Employment and Criminal Background Checks

- All employees will have taken VDOE training or received certification
- All volunteers who have unsupervised access to students will be subject to background checks.
- All employees will meet the minimum qualifications established by law, Virginia Board of Education regulations and LCPS policy.
- Any potential employee must provide proof of qualifications for appointment to the position being sought.
- Any potential employee must provide documentation proving citizenship of the United States or an Immigration and Naturalization Services (INS) employment authorization.
- Any potential employee must submit to fingerprinting and provide personal descriptive information, as a condition of employment, to the Human Resources Department. The applicant's fingerprints and other information shall be forwarded through the Central Criminal Records Exchange to the Federal Bureau of Investigation to obtain criminal history information regarding the applicant.
- Any potential applicant must attest to being physically and mentally able to perform job tasks for the potential being applied for.
- Any potential applicant must attest to being free of addiction to narcotics or alcohol use.
- Any potential applicant must agree to and abide by the Drug and Alcohol-Free Work Place Policy.

- Any potential applicant cannot make false statement of any material fact in his/her application.
- Any potential applicant cannot use political pressure or bribery for the purpose of obtaining any position.
- Any potential applicant cannot have unsatisfactory employment or personal record which would demonstrate unsuitability for the position sought.
- Any potential candidate must certify that they have no felony convictions and have never been convicted of any offense involving sexual molestation, physical or sexual abuse or rape of a child.
- All Board Members and volunteers having direct interaction with students must submit to a criminal background check. They must also certify that they have no felony convictions and have never been convicted of any offense involving sexual molestation, physical or sexual abuse or rape of a child.

Reporting of Child Abuse

MCS shall follow LCPS's bylaws of reporting suspected child abuse in compliance with the Code of Virginia. Specifically, there will be an established procedure for reporting any incident of suspected child abuse or neglect. The suspicion will be reported to the principal who will notify Child Protective Services Office.

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

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

- Any teacher or other person employed by LCPS who has reason to suspect a child is abused or neglected (including abandonment) is required to immediately report suspected cases to the Loudoun County Department of Social Services or to the principal, or designee, who shall immediately report the suspected abuse and neglect to the Loudoun County Department of Social Services.
- All persons required to report cases of suspected abuse or neglect are immune from civil or criminal liability, administrative penalty on account of such reports unless such person has acted in bad faith or with malicious purpose. The notice shall also include the Virginia Department of Social Services toll-free child abuse and neglect hotline.

Safety Procedures

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

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

XIV. FINANCIAL PLAN: EVIDENCE OF ECONOMICAL SOUNDNESS, PROPOSED BUDGET AND ANNUAL AUDIT

This section presents a financial plan based on estimates over the first three years of the costs and revenues of the charter school. After discussing how these estimates were constructed and presenting the financial estimates, this section ends with a discussion of the how the Charter Board will implement financial administration and reporting.

Cost Projections

To estimate the costs of operating the school, we examined the VA Standards of Quality (SOQ) to determine the staffing levels required. These required staff levels are expressed in teacher or specialist full-time equivalent (FTE) positions. For a given subject or support area, the positions are determined by school enrollment. Based on a current enrollment of about sixty students at Middleburg Elementary, we chose to project enrollment over the next three years, for planning purposes, to be 80 in year one, 110 students in year 2, and 140 students in year 3.

Minimum SOQ staffing levels were then adjusted to the staffing levels we envision for the charter school at each enrollment over the next three years. Desired staffing levels were increased upwards from SOQ levels for most positions with special attention paid to the number of teachers and assistants for our multi-age classes. We differentiate between the number of exemplary teachers and regular teachers employed at each of the three enrollment levels. We also increased the staffing for Art, Music and PE which we desired to be at higher levels than the SOQ levels.

To compute the staff costs we obtained the costs for average salary and benefits for the various staff positions from the LCPS FY 14 appropriated budget. To account for the greater expertise of the exemplary teachers, we adjusted their cost upward and the cost of the regular teachers down from the average values. To compute total staffing costs, we took the product of the position cost per FTE and our desired FTE level for each position and then summed all of the resulting position costs.

In addition to the instructional and support personnel costs, we have included cost estimates for various other categories we deemed necessary to include. Projected costs for cafeteria workers, utilities and insurance, custodial supplies, and building maintenance are estimates derived from School Board budget tables listing cost savings due to closure of Middleburg Elementary. Values for the remaining cost categories represent preliminary estimates subject to refinement.

The costs for special education at the charter school is not included in the projected costs nor is funding for special education considered in the revenues in the next section. Given the highly

variable cost associated with special education, we propose that the costs to cover students requiring these services be reimbursed to the charter school each year on a case by case basis.

Middleburg Charter School intends for its staff to remain employees of LCPS with all associated benefits. The actual costs of the staff will be deducted from the negotiated School Board portion of the funding due the charter school based on per pupil reimbursement rates. Similarly, in kind services provided by LCPS as negotiated in the charter agreement will be deducted from the School Board portion of the funding.

Revenue Projections

Revenue projections over the next three years include estimates of funding from three sources: School Board funding, US Department of Education charter school grant funding, proceeds from an endowment fund and proceeds from miscellaneous donations such as PTO fund raising.

VA charter school law (Section 22.1-212.14) addresses the funding levels that a charter can expect from its local school board: "...the per pupil funding provided to the charter school by the local school board ... shall be negotiated in the charter agreement and shall be commensurate with the average school-based costs of educating the students in the existing schools in the division or divisions unless the cost of operating the charter school is less than that average school-based cost." Additionally, the law states: "Funding and service agreements between local school boards and public charter schools shall not provide a financial incentive or constitute a financial disincentive to the establishment of a public charter school."

In the spirit of these statements, we propose the per pupil funding for the charter be equal to 93% of the LCPS per pupil expenditure of \$11,770 as presented in the FY 14 appropriated budget. The figure of 93%, or \$10,946, represents the school-based portion of per pupil expenditures. This is the per pupil amount to be reimbursed to the charter each of the next three years. While the projections here do not include any increase or decrease in the future years, we expect the per pupil reimbursement to be adjusted each year as the school based per expenditures changes each year.

Preliminary research indicates that there exists a number of possible governmental and private foundation sources for grants to support the start up and operation of charter schools. In an effort to be conservative in estimating grant revenues and thereby avoid over-stating the financial case for the charter school, we have limited our projected grant revenue to that available from the US Dept of Education under the Charter Schools Program Non-State Educational Agencies (NON-SEA) Planning, Program Design, and Initial Implementation Grant. This is a multi-year (typically three years) grant provided to assist charter school start-ups. In 2012, grants were awarded to eighteen schools with first year funding totaling \$3.523 million.

The smallest grant had a first year funding of \$141,703. Therefore, we chose to project, conservatively, grant revenues of \$140,000 for each of the three years.

Finally, the Western Loudoun County Community Schools Foundation has been established to serve as 501(c)3 non-profit corporation to raise and manage funds to support community schools in Western Loudoun. WLCCSF intends to raise, manage and disperse funds to benefit Middleburg Charter School with the goal of establishing a \$1 million endowment for school supporters and local charitable foundations within the next three years. We therefore project revenues of 5% of the endowment total, or \$50,000, will be dispersed to Middleburg Charter School in each of the next three years.

Finally, we expect revenues from PTO fund raising events and donations. Based on past experience at Middleburg Elementary, a conservative projection for these revenues is \$20,000 per year.

Comparing projected costs to the projected revenues shows that revenues exceed costs each year by increasing amounts. In year 1, revenues exceed costs by 10%. This grows to 17.5% in year 2 and 20% in year 3 as enrollment grows to its maximum. These results are evidence of the financial soundness of the plan for MCS.

There will be initial startup costs expected to occur prior to opening of the school. These costs will include the cost of the new principal for approximately four months. Additionally, we expect to engage Barcroft elementary teachers on a consulting basis for approximately 1.5 months in June and July to assist our teachers in developing curriculum for the 2014/2015 school year. We expect these and other costs associated with startup will not exceed \$75,000. The WLCCSF will be our source of funding for these costs. US DOE grant proceeds that fund charter school startups will be used as allowed to reimburse WLCCSF for startup expenses.

Financial Administration and Reporting

The Board of Directors of the charter school will create a finance committee that will include as members at least the BOD chairman and treasurer. The finance committee will be responsible for the financial operations of the charter school and for reporting to the Board and to the School Board on the financial operations and condition of the charter school. The duties of the finance committee will include preparing an annual budget, ensuring adherence to the budget, preparing monthly financial reports for the board and the School Board, preparing the IRS form 990, and contracting for an annual audit by an independent entity chosen by the Board of Directors. The Finance committee will recommend financial controls to be instituted by the Board such as pre-authorized expenditure limits by staff, requirements for dual check signing and issuance and use of credit cards.

| Middleburg Charter School Cost Projections | | | | | | | | | | | |
|--|--------------|-----------------------|---------|-----------|------------------------|---------|-------------|------------------------|---------|-------------|--|
| Position | FTE Cost | Year 1 Enrollment: 80 | | | Year 2 Enrollment: 110 | | | Year 3 Enrollment: 140 | | | |
| | | SOQ FTE | MCS FTE | Cost | SOQ FTE | MCS FTE | Cost | SOQ FTE | MCS FTE | Cost | |
| Principal | \$122,400 | 0.50 | 0.50 | \$61,200 | 0.50 | 0.50 | \$61,200 | 0.50 | 0.50 | \$61,200 | |
| Clerical | \$53,600 | 0.27 | 0.50 | \$26,800 | 0.37 | 0.75 | \$40,200 | 0.47 | 1.00 | \$53,600 | |
| Teacher-Exemplary | \$90,000 | | 2.00 | \$180,000 | | 3.00 | \$270,000 | | 4.00 | \$360,000 | |
| Teacher | \$60,000 | 3.33 | 2.00 | \$120,000 | 4.58 | 2.00 | \$120,000 | 5.83 | 2.00 | \$120,000 | |
| Asst Teacher | \$34,500 | | 2.00 | \$69,000 | | 2.50 | \$86,250 | | 3.00 | \$103,500 | |
| LEP | \$74,500 | 0.30 | 0.50 | \$37,250 | 0.41 | 0.50 | \$37,250 | 0.52 | 0.60 | \$44,700 | |
| Librarian | \$74,500 | 0.27 | 0.30 | \$22,350 | 0.37 | 0.40 | \$29,800 | 0.47 | 0.50 | \$37,250 | |
| Tech Resource | \$74,500 | 0.08 | 0.10 | \$7,450 | 0.11 | 0.15 | \$11,175 | 0.14 | 0.15 | \$11,175 | |
| Tech Support | \$34,500 | 0.08 | 0.10 | \$3,450 | 0.11 | 0.15 | \$5,175 | 0.14 | 0.15 | \$5,175 | |
| Art | \$74,500 | 0.13 | 0.50 | \$37,250 | 0.18 | 0.75 | \$55,875 | 0.23 | 1.00 | \$74,500 | |
| Music | \$74,500 | 0.13 | 0.75 | \$55,875 | 0.18 | 1.00 | \$74,500 | 0.23 | 1.50 | \$111,750 | |
| PE | \$74,500 | 0.13 | 0.50 | \$37,250 | 0.18 | 0.75 | \$55,875 | 0.23 | 1.00 | \$74,500 | |
| Custodian | \$40,100 | | 1.50 | \$60,150 | | 1.50 | \$60,150 | | 1.50 | \$60,150 | |
| Health Clinic Asst | \$34,500 | 0.00 | 0.50 | \$17,250 | 0.00 | 0.50 | \$17,250 | 0.00 | 0.50 | \$17,250 | |
| Reading Specialist | \$74,500 | 0.00 | 0.00 | \$0 | 0.00 | 0.00 | \$0 | 0.00 | 0.00 | \$0 | |
| Counselor | \$74,500 | 0.16 | 0.20 | \$14,900 | 0.22 | 0.25 | \$18,625 | 0.28 | 0.30 | \$22,350 | |
| | | | | \$750,175 | | | \$943,325 | | | \$1,157,100 | |
| Cafeteria Worker | \$28,800 | | 2.00 | \$57,600 | | 2.50 | \$72,000 | | 3.00 | \$86,400 | |
| Supplies | \$250 | per student | | \$20,000 | | | \$27,500 | | | \$35,000 | |
| Admin allowance | ~2% of total | | | \$20,000 | | | \$24,000 | | | \$30,000 | |
| Other Costs | Baseline | Per student | | | | | | | | | |
| Utilities and Insurance | \$27,000 | 0.25 | | \$30,068 | | | \$33,750 | | | \$37,432 | |
| Custodial Supplies | \$45,700 | 0.50 | | \$56,086 | | | \$68,550 | | | \$81,014 | |
| Maintenance | \$21,100 | 0.25 | | \$23,498 | | | \$26,375 | | | \$29,252 | |
| Total Costs | | | | \$957,427 | | | \$1,195,500 | | | \$1,456,198 | |

*See Cost Projection Notes on Next Page

| Middleburg Charter School Revenue Projections | | | | | | | | | | | |
|---|--|--|-----------------------|--|--|------------------------|--|--|------------------------|--|--|
| Funding Source | | | Year 1 Enrollment: 80 | | | Year 2 Enrollment: 110 | | | Year 3 Enrollment: 140 | | |
| LCPS | | | \$875,688 | | | \$1,204,071 | | | \$1,532,454 | | |
| US DOE Grant | | | \$140,000 | | | \$140,000 | | | \$140,000 | | |
| WLCCSF | | | \$20,000 | | | \$35,000 | | | \$50,000 | | |
| Donations | | | \$20,000 | | | \$25,000 | | | \$30,000 | | |
| | | | \$1,055,688 | | | \$1,404,071 | | | \$1,752,454 | | |
| | | | | | | | | | | | |
| | | | | | | | | | | | |
| | | | | | | | | | | | |
| Cost Projection Notes: | | | | | | | | | | | |
| Staff FTE (Full Time Equivalent) from VA Standards of Quality (SOQ) in Code of VA 7/1/12 | | | | | | | | | | | |
| Teacher-Exemplary: Specialized qualification in Elementary Mathematics or Reading | | | | | | | | | | | |
| Teacher - Approximate cost for teacher w/ BA degree | | | | | | | | | | | |
| Limited English Proficiency based on 22% ELL students; 17 FTE / 1000 ELL | | | | | | | | | | | |
| Reading specialist fulfilled by K-2 exemplary teacher; requires School Board waiver | | | | | | | | | | | |
| Special Ed staff costs TBD to be covered by LCPS | | | | | | | | | | | |
| Supplies: Art, Clinic, Computer, Phys Ed, Instructional Materials, Library, Postage, Guidance, Prof Dev. | | | | | | | | | | | |
| Admin allowance: Financial audit and reporting | | | | | | | | | | | |
| Other Costs: Baseline cost @ 55 student enrollment + pro-rata cost of extra students discounted by per student factor | | | | | | | | | | | |
| Sources for Position, Cafeteria and Other Costs: | | | | | | | | | | | |
| 1. LCPS FY14 Appropriated Budget | | | | | | | | | | | |
| 2. LC School Board Questions and Answers Provided Jan 2, 1013 | | | | | | | | | | | |
| 3. LC School Board Questions and Answers Provided Jan 22, 1013 | | | | | | | | | | | |
| | | | | | | | | | | | |
| LCPS Per pupil \$ | | | 11770 | | | | | | | | |
| In class share | | | 0.93 | | | | | | | | |

XV. ASSURANCES

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

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

XVI. LEGAL LIABILITY AND INSURANCE COVERAGE

The Middleburg Charter School (MCS) plans regarding health insurance and workers' compensation are to have the same coverage and be in the same plan as other LCPS personnel. The MCS personnel will be in the existing LCPS benefits plan, but expenses will be absorbed within the LCPS charter organization.

The MCS will seek formal proposals for property and casualty insurance (to include automobile liability, general liability, property, officer and employee liability). The MCS has included estimated expenses for property and casualty insurance in its budget. These estimates assume MCS will be named as the insured, as well as LCPS.

MCS requests a meeting with the LCPS Budget Department to determine a mutually agreeable solution regarding legal liability so as to purchase coverage at the most economical rate and to address any concerns the School Board has on legal liability and insurance coverage.

XVII. INDEMNITY

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

XVIII. FACILITY

The intended facility for the Middleburg Charter School is the former Middleburg Elementary School building located at 101 North Madison Street, Middleburg, Virginia 20117. This building has been used as an elementary school since 1911 and is the property of the Loudoun County School Board. The school will meet all federal, state and Loudoun County guidelines for occupancy, health and safety and capacity. There are no current plans for alteration or renovations to the building.

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

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

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

XIX. SERVICES

Food Services

MCS will use a local provider for food services for students and staff that meet or exceed the state and federal guidelines.

***Code of Virginia – Standards of Quality
Effective July 1, 2012***

§ 22.1-253.13:1. Standard 1. Instructional programs supporting the Standards of Learning and other educational objectives.

A. The General Assembly and the Board of Education believe that the fundamental goal of the public schools of the Commonwealth must be to enable each student to develop the skills that are necessary for success in school, preparation for life, and reaching their full potential. The General Assembly and the Board of Education find that the quality of education is dependent upon the provision of (i) the appropriate working environment, benefits, and salaries necessary to ensure the availability of high-quality instructional personnel; (ii) the appropriate learning environment designed to promote student achievement; (iii) quality instruction that enables each student to become a productive and educated citizen of Virginia and the United States of America; and (iv) the adequate commitment of other resources. In keeping with this goal, the General Assembly shall provide for the support of public education as set forth in Article VIII, Section 1 of the Constitution of Virginia.

B. The Board of Education shall establish educational objectives known as the Standards of Learning, which shall form the core of Virginia's educational program, and other educational objectives, which together are designed to ensure the development of the skills that are necessary for success in school and for preparation for life in the years beyond. At a minimum, the Board shall establish Standards of Learning for English, mathematics, science, and history and social science. The Standards of Learning shall not be construed to be regulations as defined in § 2.2-4001.

The Board shall seek to ensure that the Standards of Learning are consistent with a high-quality foundation educational program. The Standards of Learning shall include, but not be limited to, the basic skills of communication (listening, speaking,

reading, and writing); computation and critical reasoning including problem solving and decision making; proficiency in the use of computers and related technology; and the skills to manage personal finances and to make sound financial decisions.

The English Standards of Learning for reading in kindergarten through grade three shall be based on components of effective reading instruction, to include, at a minimum, phonemic awareness, phonics, fluency, vocabulary development, and text comprehension.

The Standards of Learning in all subject areas shall be subject to regular review and revision to maintain rigor and to reflect a balance between content knowledge and the application of knowledge in preparation for eventual employment and lifelong learning. The Board of Education shall establish a regular schedule, in a manner it deems appropriate, for the review, and revision as may be necessary, of the Standards of Learning in all subject areas. Such review of each subject area shall occur at least once every seven years. Nothing in this section shall be construed to prohibit the Board from conducting such review and revision on a more frequent basis.

To provide appropriate opportunity for input from the general public, teachers, and local school boards, the Board of Education shall conduct public hearings prior to establishing revised Standards of Learning. Thirty days prior to conducting such hearings, the Board shall give notice of the date, time, and place of the hearings to all local school boards and any other persons requesting to be notified of the hearings and publish notice of its intention to revise the Standards of Learning in the Virginia Register of Regulations. Interested parties shall be given reasonable opportunity to be heard and present information prior to final adoption of any revisions of the Standards of Learning.

In addition, the Department of Education shall make available and maintain a website, either separately or through an existing website utilized by the Department of Education, enabling public elementary, middle, and high school educators to submit recommendations for improvements relating to the Standards of Learning, when under review by the Board according to its established schedule, and related assessments required by the Standards of Quality pursuant to this chapter. Such website shall facilitate the submission of recommendations by educators.

School boards shall implement the Standards of Learning or objectives specifically designed for their school divisions that are equivalent to or exceed the Board's requirements. Students shall be expected to achieve the educational objectives established by the school division at appropriate age or grade levels. The curriculum adopted by the local school division shall be aligned to the Standards of Learning.

The Board of Education shall include in the Standards of Learning for history and social science the study of contributions to society of diverse people. For the purposes of this subsection, "diverse" shall include consideration of disability, ethnicity, race, and gender.

With such funds as are made available for this purpose, the Board shall regularly review and revise the competencies for career and technical education programs to require the full integration of English, mathematics, science, and history and social science Standards of Learning. Career and technical education programs shall be aligned with industry and professional standard certifications, where they exist.

C. Local school boards shall develop and implement a program of instruction for grades K through 12 that is aligned to the Standards of Learning and meets or exceeds the requirements of the Board of Education. The program of instruction shall emphasize reading, writing, speaking, mathematical concepts and computations, proficiency in the use of computers and related technology, and scientific concepts and processes; essential skills and concepts of citizenship, including knowledge of Virginia history and world and United States history, economics, government, foreign languages, international cultures, health and physical education, environmental issues and geography necessary for responsible participation in American society and in the international community; fine arts, which may include, but need not be limited to, music and art, and practical arts; knowledge and skills needed to qualify for further education, gainful employment, or training in a career or technical field; and development of the ability to apply such skills and knowledge in preparation for eventual employment and lifelong learning and to achieve economic self-sufficiency.

Local school boards shall also develop and implement programs of prevention, intervention, or remediation for students who are educationally at risk including, but not limited to, those who fail to achieve a passing score on any Standards of Learning assessment in grades three through eight or who fail an end-of-course test required for the award of a verified unit of credit. Such programs shall include components that are research-based.

Any student who achieves a passing score on one or more, but not all, of the Standards of Learning assessments for the relevant grade level in grades three through eight may be required to attend a remediation program.

Any student who fails to achieve a passing score on all of the Standards of Learning assessments for the relevant grade level in grades three through eight or who fails an end-of-course test required for the award of a verified unit of credit shall be required to attend a remediation program or to participate in another form of remediation. Division superintendents shall require such students to take special programs of prevention, intervention, or remediation, which may include attendance in public summer school programs, in accordance with clause (ii) of subsection A of § [22.1-254](#) and § [22.1-254.01](#).

Remediation programs shall include, when applicable, a procedure for early identification of students who are at risk of failing the Standards of Learning assessments in grades three through eight or who fail an end-of-course test required for the award of a verified unit of credit. Such programs may also include summer school for all elementary and middle school grades and for all high school academic courses, as defined by regulations promulgated by the Board of Education, or other forms of remediation. Summer school remediation programs or other forms of remediation shall be chosen by the division superintendent to be appropriate to the academic needs of the student. Students who are required to attend such summer school programs or to participate in another form of remediation shall not be charged tuition by the school division.

The requirement for remediation may, however, be satisfied by the student's attendance in a program of prevention, intervention or remediation that has been selected by his parent, in consultation with the division superintendent or his designee, and is either (i) conducted by an accredited private school or (ii) a special program that has been determined to be comparable to the required public school remediation program by the division superintendent. The costs of such private school remediation program or other special remediation program shall be borne by the student's parent.

The Board of Education shall establish standards for full funding of summer remedial programs that shall include, but not be limited to, the minimum number of instructional hours or the equivalent thereof required for full funding and an assessment system designed to evaluate program effectiveness. Based on the number of students attending and the Commonwealth's share of the per pupil instructional costs, state funds shall be provided for the full cost of summer and other remediation programs as set forth in the appropriation act, provided such programs comply with such standards as shall be established by the Board, pursuant to § [22.1-199.2](#).

D. Local school boards shall also implement the following:

1. Programs in grades K through three that emphasize developmentally appropriate learning to enhance success.

2. Programs based on prevention, intervention, or remediation designed to increase the number of students who earn a high school diploma and to prevent students from dropping out of school. Such programs shall include components that are research-based.
3. Career and technical education programs incorporated into the K through 12 curricula that include:
 - a. Knowledge of careers and all types of employment opportunities including, but not limited to, apprenticeships, entrepreneurship and small business ownership, the military, and the teaching profession, and emphasize the advantages of completing school with marketable skills;
 - b. Career exploration opportunities in the middle school grades; and
 - c. Competency-based career and technical education programs that integrate academic outcomes, career guidance and job-seeking skills for all secondary students. Programs must be based upon labor market needs and student interest. Career guidance shall include counseling about available employment opportunities and placement services for students exiting school. Each school board shall develop and implement a plan to ensure compliance with the provisions of this subdivision. Such plan shall be developed with the input of area business and industry representatives and local community colleges and shall be submitted to the Superintendent of Public Instruction in accordance with the timelines established by federal law.
4. Educational objectives in middle and high school that emphasize economic education and financial literacy pursuant to [§ 22.1-200.03](#).
5. Early identification of students with disabilities and enrollment of such students in appropriate instructional programs consistent with state and federal law.
6. Early identification of gifted students and enrollment of such students in appropriately differentiated instructional programs.
7. Educational alternatives for students whose needs are not met in programs prescribed elsewhere in these standards. Such students shall be counted in average daily membership (ADM) in accordance with the regulations of the Board of Education.
8. Adult education programs for individuals functioning below the high school completion level. Such programs may be conducted by the school board as the primary agency or through a collaborative arrangement between the school board and other agencies.

9. A plan to make achievements for students who are educationally at risk a divisionwide priority that shall include procedures for measuring the progress of such students.

10. An agreement for postsecondary degree attainment with a community college in the Commonwealth specifying the options for students to complete an associate's degree or a one-year Uniform Certificate of General Studies from a community college concurrent with a high school diploma. Such agreement shall specify the credit available for dual enrollment courses and Advanced Placement courses with qualifying exam scores of three or higher.

11. A plan to notify students and their parents of the availability of dual enrollment and advanced placement classes, the International Baccalaureate Program, and Academic Year Governor's School Programs, the qualifications for enrolling in such classes and programs, and the availability of financial assistance to low-income and needy students to take the advanced placement and International Baccalaureate examinations. *This plan shall include notification to students and parents of the agreement with a community college in the Commonwealth to enable students to complete an associate's degree or a one-year Uniform Certificate of General Studies concurrent with a high school diploma.*

12. Identification of students with limited English proficiency and enrollment of such students in appropriate instructional programs.

13. Early identification, diagnosis, and assistance for students with reading and mathematics problems and provision of instructional strategies and reading and mathematics practices that benefit the development of reading and mathematics skills for all students.

Local school divisions shall provide reading intervention services to students in grade three who demonstrate deficiencies based on their individual performance on the Standards of Learning reading test or any reading diagnostic test that meets criteria established by the Department of Education. The local school division, in its discretion, shall provide such reading intervention services prior to promoting a student from grade three to grade four. Reading intervention services may include the use of: special reading teachers; trained aides; volunteer tutors under the supervision of a certified teacher; computer-based reading tutorial programs; aides to instruct in-class groups while the teacher provides direct instruction to the students who need extra assistance; and extended instructional time in the school day or school year for these students. Funds appropriated for prevention, intervention, and remediation; summer school remediation; at-risk; or early intervention reading may be used to meet the requirements of this subdivision.

14. Incorporation of art, music, and physical education as a part of the instructional program at the elementary school level.

15. A program of physical fitness available to all students with a goal of at least 150 minutes per week on average during the regular school year. Such program may include any combination of (i) physical education classes, (ii) extracurricular athletics, or (iii) other programs and physical activities deemed appropriate by the local school board. Each local school board shall incorporate into its local wellness policy a goal for the implementation of such program during the regular school year.

16. A program of student services for grades kindergarten through 12 that shall be designed to aid students in their educational, social, and career development.

17. The collection and analysis of data and the use of the results to evaluate and make decisions about the instructional program.

E. From such funds as may be appropriated or otherwise received for such purpose, there shall be established within the Department of Education a unit to (i) conduct evaluative studies; (ii) provide the resources and technical assistance to increase the capacity for school divisions to deliver quality instruction; and (iii) assist school divisions in implementing those programs and practices that will enhance pupil academic performance and improve family and community involvement in the public schools. Such unit shall identify and analyze effective instructional programs and practices and professional development initiatives; evaluate the success of programs encouraging parental and family involvement; assess changes in student outcomes prompted by family involvement; and collect and disseminate among school divisions information regarding effective instructional programs and practices, initiatives promoting family and community involvement, and potential funding and support sources. Such unit may also provide resources supporting professional development for administrators and teachers. In providing such information, resources, and other services to school divisions, the unit shall give priority to those divisions demonstrating a less than 70 percent passing rate on the Standards of Learning assessments.

§ 22.1-253.13:2. Standard 2. Instructional, administrative, and support personnel.

A. The Board shall establish requirements for the licensing of teachers, principals, superintendents, and other professional personnel.

B. School boards shall employ licensed instructional personnel qualified in the relevant subject areas.

C. Each school board shall assign licensed instructional personnel in a manner that produces divisionwide ratios of students in average daily membership to full-time equivalent teaching positions, excluding special education teachers, principals, assistant principals, counselors, and librarians, that are not greater than the following ratios: (i) 24 to one in kindergarten with no class being larger than 29 students; if the average daily membership in any kindergarten class exceeds 24 pupils, a full-time teacher's aide shall be assigned to the class; (ii) 24 to one in grades one, two, and three with no class being larger than 30 students; (iii) 25 to one in grades four through six with no class being larger than 35 students; and (iv) 24 to one in English classes in grades six through 12.

Within its regulations governing special education programs, the Board shall seek to set pupil/teacher ratios for pupils with intellectual disability that do not exceed the pupil/teacher ratios for self-contained classes for pupils with specific learning disabilities.

Further, school boards shall assign instructional personnel in a manner that produces schoolwide ratios of students in average daily memberships to full-time equivalent teaching positions of 21 to one in middle schools and high schools. School divisions shall provide all middle and high school teachers with one planning period per day or the equivalent, unencumbered of any teaching or supervisory duties.

D. Each local school board shall employ with state and local basic, special education, gifted, and career and technical education funds a minimum number of licensed, full-time equivalent instructional personnel for each 1,000 students in average daily membership (ADM) as set forth in the appropriation act. Calculations of kindergarten positions shall be based on full-day kindergarten programs. Beginning with the March 31 report of average daily membership, those school divisions offering half-day kindergarten with pupil/teacher ratios that exceed 30 to one shall adjust their average daily membership for kindergarten to reflect 85 percent of the total kindergarten average daily memberships, as provided in the appropriation act.

E. In addition to the positions supported by basic aid and in support of regular school year programs of prevention, intervention, and remediation, state funding, pursuant to the appropriation act, shall be provided to fund certain full-time equivalent instructional

positions for each 1,000 students in grades K through 12 who are identified as needing prevention, intervention, and remediation services. State funding for prevention, intervention, and remediation programs provided pursuant to this subsection and the appropriation act may be used to support programs for educationally at-risk students as identified by the local school boards.

To provide flexibility in the provision of mathematics intervention services, school divisions may use the Standards of Learning Algebra Readiness Initiative funding and the required local matching funds to employ mathematics teacher specialists to provide the required mathematics intervention services. School divisions using the Standards of Learning Algebra Readiness Initiative funding in this manner shall only employ instructional personnel licensed by the Board of Education.

F. In addition to the positions supported by basic aid and those in support of regular school year programs of prevention, intervention, and remediation, state funding, pursuant to the appropriation act, shall be provided to support 17 full-time equivalent instructional positions for each 1,000 students identified as having limited English proficiency.

To provide flexibility in the instruction of English language learners who have limited English proficiency and who are at risk of not meeting state accountability standards, school divisions may use state and local funds from the Standards of Quality Prevention, Intervention, and Remediation account to employ additional English language learner teachers to provide instruction to identified limited English proficiency students. Using these funds in this manner is intended to supplement the instructional services provided in this section. School divisions using the SOQ Prevention, Intervention, and Remediation funds in this manner shall employ only instructional personnel licensed by the Board of Education.

G. In addition to the full-time equivalent positions required elsewhere in this section, each local school board shall employ the following reading specialists in elementary schools, one full-time in each elementary school at the discretion of the local school board.

To provide flexibility in the provision of reading intervention services, school divisions may use the state Early Reading Intervention Initiative funding and the required local matching funds to employ reading specialists to provide the required reading intervention services. School divisions using the Early Reading Intervention Initiative funds in this manner shall employ only instructional personnel licensed by the Board of Education.

H. Each local school board shall employ, at a minimum, the following full-time equivalent positions for any school that reports fall membership, according to the type of school and student enrollment:

1. Principals in elementary schools, one half-time to 299 students, one full-time at 300 students; principals in middle schools, one full-time, to be employed on a 12-month basis; principals in high schools, one full-time, to be employed on a 12-month basis;
 2. Assistant principals in elementary schools, one half-time at 600 students, one full-time at 900 students; assistant principals in middle schools, one full-time for each 600 students; assistant principals in high schools, one full-time for each 600 students; and school divisions that employ a sufficient number of assistant principals to meet this staffing requirement may assign assistant principals to schools within the division according to the area of greatest need, regardless of whether such schools are elementary, middle, or secondary;
 3. Librarians in elementary schools, one part-time to 299 students, one full-time at 300 students; librarians in middle schools, one-half time to 299 students, one full-time at 300 students, two full-time at 1,000 students; librarians in high schools, one half-time to 299 students, one full-time at 300 students, two full-time at 1,000 students; and
 4. Guidance counselors in elementary schools, one hour per day per 100 students, one full-time at 500 students, one hour per day additional time per 100 students or major fraction thereof; guidance counselors in middle schools, one period per 80 students, one full-time at 400 students, one additional period per 80 students or major fraction thereof; guidance counselors in high schools, one period per 70 students, one full-time at 350 students, one additional period per 70 students or major fraction thereof.
- I. Local school boards shall employ five full-time equivalent positions per 1,000 students in grades kindergarten through five to serve as elementary resource teachers in art, music, and physical education.
- J. Local school boards shall employ two full-time equivalent positions per 1,000 students in grades kindergarten through 12, one to provide technology support and one to serve as an instructional technology resource teacher.

To provide flexibility, school divisions may use the state and local funds for instructional technology resource teachers to employ a data coordinator position, an instructional technology resource teacher position, or a data coordinator/instructional resource teacher blended position. The data coordinator position is intended to serve as a resource to principals and classroom teachers in the area of data analysis and interpretation for instructional and school improvement purposes, as well as for overall data management and administration of state assessments. School divisions using these funds in this manner shall employ only instructional personnel licensed by the Board of Education.

K. Local school boards may employ additional positions that exceed these minimal staffing requirements. These additional positions may include, but are not limited to, those funded through the state's incentive and categorical programs as set forth in the appropriation act.

L. A combined school, such as kindergarten through 12, shall meet at all grade levels the staffing requirements for the highest grade level in that school; this requirement shall apply to all staff, except for guidance counselors, and shall be based on the school's total enrollment; guidance counselor staff requirements shall, however, be based on the enrollment at the various school organization levels, i.e., elementary, middle, or high school. The Board of Education may grant waivers from these staffing levels upon request from local school boards seeking to implement experimental or innovative programs that are not consistent with these staffing levels.

M. School boards shall, however, annually, on or before January 1, report to the public the actual pupil/teacher ratios in elementary school classrooms by school for the current school year. Such actual ratios shall include only the teachers who teach the grade and class on a full-time basis and shall exclude resource personnel. School boards shall report pupil/teacher ratios that include resource teachers in the same annual report. Any classes funded through the voluntary kindergarten through third grade class size reduction program shall be identified as such classes. Any classes having waivers to exceed the requirements of this subsection shall also be identified. Schools shall be identified; however, the data shall be compiled in a manner to ensure the confidentiality of all teacher and pupil identities.

N. Students enrolled in a public school on a less than full-time basis shall be counted in ADM in the relevant school division. Students who are either (i) enrolled in a nonpublic school or (ii) receiving home instruction pursuant to § [22.1-254.1](#), and who are enrolled in public school on a less than full-time basis in any mathematics, science, English, history, social science, career and technical education, fine arts, foreign language, or health education or physical education course shall be counted in the ADM in the relevant school division on a pro rata basis as provided in the appropriation act. Each such course enrollment by such students shall be counted as 0.25 in the ADM; however, no such nonpublic or home school student shall be counted as more than one-half a student for purposes of such pro rata calculation. Such calculation shall not include enrollments of such students in any other public school courses.

O. Each local school board shall provide those support services that are necessary for the efficient and cost-effective operation and maintenance of its public schools.

For the purposes of this title, unless the context otherwise requires, "support services positions" shall include the following:

1. Executive policy and leadership positions, including school board members, superintendents and assistant superintendents;
2. Fiscal and human resources positions, including fiscal and audit operations;
3. Student support positions, including (i) social workers and social work administrative positions; (ii) guidance administrative positions not included in subdivision H 4; (iii) homebound administrative positions supporting instruction; (iv) attendance support positions related to truancy and dropout prevention; and (v) health and behavioral positions, including school nurses and school psychologists;
4. Instructional personnel support, including professional development positions and library and media positions not included in subdivision H 3;
5. Technology professional positions not included in subsection J;
6. Operation and maintenance positions, including facilities; pupil transportation positions; operation and maintenance professional and service positions; and security service, trade, and laborer positions;
7. Technical and clerical positions for fiscal and human resources, student support, instructional personnel support, operation and maintenance, administration, and technology; and
8. School-based clerical personnel in elementary schools; part-time to 299 students, one full-time at 300 students; clerical personnel in middle schools; one full-time and one additional full-time for each 600 students beyond 200 students and one full-time for the library at 750 students; clerical personnel in high schools; one full-time and one additional full-time for each 600 students beyond 200 students and one full-time for the library at 750 students.

Pursuant to the appropriation act, support services shall be funded from basic school aid.

School divisions may use the state and local funds for support services to provide additional instructional services.

P. Notwithstanding the provisions of this section, when determining the assignment of instructional and other licensed personnel in subsections C through J, a local school board shall not be required to include full-time students of approved virtual school programs.

§ 22.1-253.13:3. Standard 3. Accreditation, other standards and evaluation.

A. The Board of Education shall promulgate regulations establishing standards for accreditation pursuant to the Administrative Process Act (§ [2.2-4000](#) et seq.), which shall include, but not be limited to, student outcome measures, requirements and guidelines for instructional programs and for the integration of educational technology into such instructional programs, administrative and instructional staffing levels and positions, including staff positions for supporting educational technology, student services, auxiliary education programs such as library and media services, course and credit requirements for graduation from high school, community relations, and the philosophy, goals, and objectives of public education in Virginia.

The Board of Education shall promulgate regulations establishing standards for accreditation of public virtual schools under the authority of the local school board that enroll students full time.

The Board shall review annually the accreditation status of all schools in the Commonwealth.

Each local school board shall maintain schools that are fully accredited pursuant to the standards for accreditation as prescribed by the Board of Education. Each local school board shall review the accreditation status of all schools in the local school division annually in public session. Within the time specified by the Board of Education, each school board shall submit corrective action plans for any schools within its school division that have been designated as not meeting the standards as approved by the Board.

When the Board of Education has obtained evidence through the school academic review process that the failure of schools within a division to achieve full accreditation status is related to division level failure to implement the Standards of Quality, the Board may require a division level academic review. After the conduct of such review and within the time specified by the Board of Education, each school board shall submit for approval by the Board a corrective action plan, consistent with criteria established by the Board and setting forth specific actions and a schedule designed to ensure that schools within its school division achieve full accreditation status. Such corrective action plans shall be part of the relevant school division's comprehensive plan pursuant to § [22.1-253.13:6](#).

With such funds as are appropriated or otherwise received for this purpose, the Board shall adopt and implement an academic review process, to be conducted by the Department of Education, to assist schools that are accredited with warning. The Department shall forward a report of each academic review to the relevant local school board, and such school board shall report the results of such academic review and the required annual

progress reports in public session. The local school board shall implement any actions identified through the academic review and utilize them for improvement planning.

B. The Superintendent of Public Instruction shall develop and the Board of Education shall approve criteria for determining and recognizing educational performance in the Commonwealth's public school divisions and schools. Such criteria, when approved, shall become an integral part of the accreditation process and shall include student outcome measurements. The Superintendent of Public Instruction shall annually identify to the Board those school divisions and schools that exceed or do not meet the approved criteria. Such identification shall include an analysis of the strengths and weaknesses of public education programs in the various school divisions in Virginia and recommendations to the General Assembly for further enhancing student learning uniformly across the Commonwealth. In recognizing educational performance in the school divisions, the Board shall include consideration of special school division accomplishments, such as numbers of dual enrollments and students in Advanced Placement and International Baccalaureate courses, and participation in academic year Governor's Schools.

The Superintendent of Public Instruction shall assist local school boards in the implementation of action plans for increasing educational performance in those school divisions and schools that are identified as not meeting the approved criteria. The Superintendent of Public Instruction shall monitor the implementation of and report to the Board of Education on the effectiveness of the corrective actions taken to improve the educational performance in such school divisions and schools.

C. With such funds as are available for this purpose, the Board of Education shall prescribe assessment methods to determine the level of achievement of the Standards of Learning objectives by all students. Such assessments shall evaluate knowledge, application of knowledge, critical thinking, and skills related to the Standards of Learning being assessed. The Board shall (i) in consultation with the chairpersons of the eight regional superintendents' study groups, establish a timetable for administering the Standards of Learning assessments to ensure genuine end-of-course and end-of-grade testing and (ii) with the assistance of independent testing experts, conduct a regular analysis and validation process for these assessments.

In prescribing such Standards of Learning assessments, the Board shall provide local school boards the option of administering tests for United States History to 1877, United States History: 1877 to the Present, and Civics and Economics. The last administration of the cumulative grade eight history test will be during the 2007-2008 academic school year. Beginning with the 2008-2009 academic year, all school divisions shall administer the United States History to 1877, United States History: 1877 to the Present, and Civics and

Economics tests. The Board shall also provide the option of industry certification and state licensure examinations as a student-selected verified credit.

The Board of Education shall make publicly available such assessments in a timely manner and as soon as practicable following the administration of such tests, so long as the release of such assessments does not compromise test security or deplete the bank of assessment questions necessary to construct subsequent tests, or limit the ability to test students on demand and provide immediate results in the web-based assessment system.

The Board shall include in the student outcome measures that are required by the Standards for Accreditation end-of-course or end-of-grade tests for various grade levels and classes, as determined by the Board, in accordance with the Standards of Learning. These Standards of Learning assessments shall include, but need not be limited to, end-of-course or end-of-grade tests for English, mathematics, science, and history and social science.

In addition, to assess the educational progress of students, the Board of Education shall (i) develop appropriate assessments, which may include criterion-referenced tests and alternative assessment instruments that may be used by classroom teachers; (ii) select appropriate industry certification and state licensure examinations and (iii) prescribe and provide measures, which may include nationally normed tests to be used to identify students who score in the bottom quartile at selected grade levels. An annual justification that includes evidence that the student meets the participation criteria defined by the Virginia Department of Education shall be provided for each student considered for the Virginia Grade Level Alternative. Each Individual Education Program team shall review such justification and make the final determination as to whether or not the Virginia Grade Level Alternative is appropriate for the student. The superintendent and the school board chairman shall certify to the Board of Education, as a part of certifying compliance with the Standards of Quality, that there is a justification in the Individual Education Program for every student who takes the Virginia Grade Level Alternative. Compliance with this requirement shall be monitored as a part of the special education monitoring process conducted by the Department of Education. The Board shall report to the Governor and General Assembly in its annual reports pursuant to § [22.1-18](#) any school division that is not in compliance with this requirement.

The Standards of Learning requirements, including all related assessments, shall be waived for any student awarded a scholarship under the Brown v. Board of Education Scholarship Program, pursuant to § [30-231.2](#), who is enrolled in a preparation program for the General Education Development (GED) certificate or in an adult basic education program to obtain the high school diploma.

The Board of Education may adopt special provisions related to the administration and use of any SOL test or tests in a content area as applied to accreditation ratings for any period during which the SOL content or assessments in that area are being revised and phased in. Prior to statewide administration of such tests, the Board of Education shall provide notice to local school boards regarding such special provisions.

D. The Board of Education may pursue all available civil remedies pursuant to § [22.1-19.1](#) or administrative action pursuant to § [22.1-292.1](#) for breaches in test security and unauthorized alteration of test materials or test results.

The Board may initiate or cause to be initiated a review or investigation of any alleged breach in security, unauthorized alteration, or improper administration of tests, including the exclusion of students from testing who are required to be assessed, by local school board employees responsible for the distribution or administration of the tests.

Records and other information furnished to or prepared by the Board during the conduct of a review or investigation may be withheld pursuant to subdivision 12 of § [2.2-3705.3](#). However, this section shall not prohibit the disclosure of records to (i) a local school board or division superintendent for the purpose of permitting such board or superintendent to consider or to take personnel action with regard to an employee or (ii) any requester, after the conclusion of a review or investigation, in a form that (a) does not reveal the identity of any person making a complaint or supplying information to the Board on a confidential basis and (b) does not compromise the security of any test mandated by the Board. Any local school board or division superintendent receiving such records or other information shall, upon taking personnel action against a relevant employee, place copies of such records or information relating to the specific employee in such person's personnel file.

Notwithstanding any other provision of state law, no test or examination authorized by this section, including the Standards of Learning assessments, shall be released or required to be released as minimum competency tests, if, in the judgment of the Board, such release would breach the security of such test or examination or deplete the bank of questions necessary to construct future secure tests.

E. With such funds as may be appropriated, the Board of Education may provide, through an agreement with vendors having the technical capacity and expertise to provide computerized tests and assessments, and test construction, analysis, and security, for (i) web-based computerized tests and assessments for the evaluation of student progress during and after remediation and (ii) the development of a remediation item bank directly related to the Standards of Learning.

F. To assess the educational progress of students as individuals and as groups, each local school board shall require the use of Standards of Learning assessments and other relevant data, such as industry certification and state licensure examinations, to evaluate student progress and to determine educational performance. Each local school shall require the administration of appropriate assessments to all students for grade levels and courses identified by the Board of Education, which may include criterion-referenced tests, teacher-made tests and alternative assessment instruments and shall include the Standards of Learning Assessments and the National Assessment of Educational Progress state-by-state assessment. Each school board shall analyze and report annually, in compliance with any criteria that may be established by the Board of Education, the results from the Stanford Achievement Test Series, Ninth Edition (Stanford Nine) assessment, if administered, industry certification examinations, and the Standards of Learning Assessments to the public.

The Board of Education shall not require administration of the Stanford Achievement Test Series, Ninth Edition (Stanford Nine) assessment, except as may be selected to facilitate compliance with the requirements for home instruction pursuant to § [22.1-254.1](#).

The Board shall include requirements for the reporting of the Standards of Learning assessment scores and averages for each year as part of the Board's requirements relating to the School Performance Report Card. Such scores shall be disaggregated for each school by student subgroups on the Virginia assessment program as appropriate and shall be reported to the public within three months of their receipt. These reports (i) shall be posted on the portion of the Department of Education's website relating to the School Performance Report Card, in a format and in a manner that allows year-to-year comparisons, and (ii) may include the National Assessment of Educational Progress state-by-state assessment.

G. Each local school division superintendent shall regularly review the division's submission of data and reports required by state and federal law and regulations to ensure that all information is accurate and submitted in a timely fashion. The Superintendent of Public Instruction shall provide a list of the required reports and data to division superintendents annually. The status of compliance with this requirement shall be included in the Board of Education's annual report to the Governor and the General Assembly as required by § [22.1-18](#).

H. Any school board, on behalf of one or more of its schools, may request the Board of Education for releases from state regulations and for approval of an Individual School Accreditation Plan for the evaluation of the performance of one or more of its schools as

authorized for certain other schools by the Standards of Accreditation pursuant to 8 VAC 20-131-280 C of the Virginia Administrative Code.

§ 22.1-253.13:4. Standard 4. Student achievement and graduation requirements.

A. Each local school board shall award diplomas to all secondary school students, including students who transfer from nonpublic schools or from home instruction, who earn the units of credit prescribed by the Board of Education, pass the prescribed tests, and meet such other requirements as may be prescribed by the local school board and approved by the Board of Education. Provisions shall be made to facilitate the transfer and appropriate grade placement of students from other public secondary schools, from nonpublic schools, or from home instruction as outlined in the standards for accreditation. Course credits earned for online courses taken in the Department of Education's Virtual Virginia program shall transfer to Virginia public schools in accordance with provisions of the standards for accreditation. Further, reasonable accommodation to meet the requirements for diplomas shall be provided for otherwise qualified students with disabilities as needed.

In addition, each local school board may devise, vis-a-vis the award of diplomas to secondary school students, a mechanism for calculating class rankings that takes into consideration whether the student has taken a required class more than one time and has had any prior earned grade for such required class expunged.

Each local school board shall notify the parents of rising eleventh and twelfth grade students of (i) the number and subject area requirements of standard and verified units of credit required for graduation pursuant to the standards for accreditation and (ii) the remaining number and subject area requirements of such units of credit the individual student requires for graduation.

B. Students identified as disabled who complete the requirements of their individualized education programs shall be awarded special diplomas by local school boards.

Each local school board shall notify the parent of such students with disabilities who have an individualized education program and who fail to meet the requirements for a standard or advanced studies diploma of the student's right to a free and appropriate education to age 21, inclusive, pursuant to Article 2 (§ [22.1-213](#) et seq.) of Chapter 13.

C. Students who have completed a prescribed course of study as defined by the local school board shall be awarded certificates of program completion by local school boards if they are not eligible to receive a Board of Education-approved diploma.

Each local school board shall provide notification of the right to a free public education for students who have not reached 20 years of age on or before August 1 of the school year, pursuant to Chapter 1 (§ [22.1-1](#) et seq.), to the parent of students who fail to graduate or who have failed to achieve the number of verified units of credit required for graduation as

provided in the standards for accreditation. If such student who does not graduate or achieve such verified units of credit is a student for whom English is a second language, the local school board shall notify the parent of the student's opportunity for a free public education in accordance with § [22.1-5](#).

D. In establishing course and credit requirements for a high school diploma, the Board shall:

1. Provide for the selection of integrated learning courses meeting the Standards of Learning and approved by the Board to satisfy graduation credit requirements, which shall include Standards of Learning testing, as necessary.

2. Establish the requirements for a standard and an advanced studies high school diploma, which shall each include at least one credit in fine or performing arts or career and technical education and one credit in United States and Virginia history. The requirements for a standard high school diploma shall, however, include at least two sequential electives chosen from a concentration of courses selected from a variety of options that may be planned to ensure the completion of a focused sequence of elective courses. Such focused sequence of elective courses shall provide a foundation for further education or training or preparation for employment. The advanced studies diploma shall be the recommended diploma for students pursuing baccalaureate study. Both the standard and the advanced studies diploma shall prepare students for post-secondary education and the career readiness required by the Commonwealth's economy.

Beginning with first-time ninth grade students in the 2013-2014 school year, requirements for the standard diploma shall include a requirement to earn a career and technical education credential that has been approved by the Board, that could include, but not be limited to, the successful completion of an industry certification, a state licensure examination, a national occupational competency assessment, or the Virginia workplace readiness skills assessment.

The Board shall make provision in its regulations for students with disabilities to earn a standard diploma.

3. Provide, in the requirements to earn a standard or advanced studies diploma, the successful completion of one virtual course. The virtual course may be a noncredit-bearing course.

4. Provide, in the requirements for the verified units of credit stipulated for obtaining the standard or advanced studies diploma, that students completing elective classes into which the Standards of Learning for any required course have been integrated may take the relevant Standards of Learning test for the relevant required course and receive, upon achieving a satisfactory score on the specific Standards of Learning assessment, a verified unit of credit for such elective class that shall be deemed to satisfy the Board's requirement for verified credit for the required course.

5. Establish a procedure to facilitate the acceleration of students that allows qualified students, with the recommendation of the division superintendent, without completing the 140-hour class, to obtain credit for such class upon demonstration of mastery of the course content and objectives. Having received credit for the course, the student shall be permitted to sit for the relevant Standards of Learning assessment and, upon receiving a passing score, shall earn a verified credit. Nothing in this section shall preclude relevant school division personnel from enforcing compulsory attendance in public schools.

6. Provide for the award of verified units of credit for passing scores on industry certifications, state licensure examinations, and national occupational competency assessments approved by the Board of Education.

School boards shall report annually to the Board of Education the number of Board-approved industry certifications obtained, state licensure examinations passed, national occupational competency assessments passed, Virginia workplace readiness skills assessments passed, and the number of career and technical education completers who graduated. These numbers shall be reported as separate categories on the School Performance Report Card.

For the purposes of this subdivision, a "career and technical education completer" is a student who has met the requirements for a career and technical concentration or specialization and all requirements for high school graduation or an approved alternative education program.

In addition, the Board may:

a. For the purpose of awarding verified units of credit, approve the use of additional or substitute tests for the correlated Standards of Learning assessment, such as academic achievement tests, industry certifications or state licensure examinations; and

b. Permit students completing career and technical education programs designed to enable such students to pass such industry certification examinations or state licensure examinations to be awarded, upon obtaining satisfactory scores on such industry certification or licensure examinations, the appropriate verified units of credit for one or more career and technical education classes into which relevant Standards of Learning for various classes taught at the same level have been integrated. Such industry certification and state licensure examinations may cover relevant Standards of Learning for various required classes and may, at the discretion of the Board, address some Standards of Learning for several required classes.

7. Provide for the waiver of certain graduation requirements (i) upon the Board's initiative or (ii) at the request of a local school board. Such waivers shall be granted only for good cause and shall be considered on a case-by-case basis.

E. In the exercise of its authority to recognize exemplary academic performance by providing for diploma seals, the Board of Education shall develop criteria for recognizing exemplary performance in career and technical education programs by students who have completed the requirements for a Board of Education-approved diploma and shall award seals on the diplomas of students meeting such criteria.

In addition, the Board shall establish criteria for awarding a diploma seal for advanced mathematics and technology for the Board of Education-approved diplomas. The Board shall consider including criteria for (i) technology courses; (ii) technical writing, reading, and oral communication skills; (iii) technology-related training; and (iv) industry, professional, and trade association national certifications.

The Board shall also establish criteria for awarding a diploma seal for excellence in civics education and understanding of our state and federal constitutions and the democratic model of government for the Board of Education-approved diplomas. The Board shall consider including criteria for (i) successful completion of history, government, and civics courses, including courses that incorporate character education; (ii) voluntary participation in community service or extracurricular activities that includes the types of activities that shall qualify as community service and the number of hours required; and (iii) related requirements as it deems appropriate.

F. The Board shall establish, by regulation, requirements for the award of a general achievement adult high school diploma for those persons who are not subject to the compulsory school attendance requirements of § 22.1-254 and have (i) achieved a passing score on the GED examination; (ii) successfully completed an education and training program designated by the Board of Education; (iii) earned a Board of Education-approved career and technical education credential such as the successful completion of an industry certification, a state licensure examination, a national occupational competency assessment, or the Virginia workplace readiness skills assessment; and (iv) satisfied other requirements as may be established by the Board for the award of such diploma.

G. To ensure the uniform assessment of high school graduation rates, the Board shall collect, analyze, and report high school graduation and dropout data using a formula prescribed by the Board.

The Board may promulgate such regulations as may be necessary and appropriate for the collection, analysis, and reporting of such data.

§ 22.1-253.13:5. Standard 5. Quality of classroom instruction and educational leadership.

A. Each member of the Board of Education shall participate in high-quality professional development programs on personnel, curriculum and current issues in education as part of his service on the Board.

B. Consistent with the finding that leadership is essential for the advancement of public education in the Commonwealth, teacher, administrator, and superintendent evaluations shall be consistent with the performance objectives included in the Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers, Administrators, and Superintendents. Teacher evaluations shall include regular observation and evidence that instruction is aligned with the school's curriculum. Evaluations shall include identification of areas of individual strengths and weaknesses and recommendations for appropriate professional activities.

C. The Board of Education shall provide guidance on high-quality professional development for (i) teachers, principals, supervisors, division superintendents and other school staff; (ii) administrative and supervisory personnel in the evaluation and documentation of teacher and administrator performance based on student academic progress and the skills and knowledge of such instructional or administrative personnel; (iii) school board members on personnel, curriculum and current issues in education; and (iv) programs in Braille for teachers of the blind and visually impaired, in cooperation with the Virginia Department for the Blind and Vision Impaired.

The Board shall also provide technical assistance on high-quality professional development to local school boards designed to ensure that all instructional personnel are proficient in the use of educational technology consistent with its comprehensive plan for educational technology.

D. Each local school board shall require (i) its members to participate annually in high-quality professional development activities at the state, local, or national levels on governance, including, but not limited to, personnel policies and practices; curriculum and instruction; use of data in planning and decision making; and current issues in education as part of their service on the local board and (ii) the division superintendent to participate annually in high-quality professional development activities at the local, state or national levels.

E. Each local school board shall provide a program of high-quality professional development (i) in the use and documentation of performance standards and evaluation criteria based on student academic progress and skills for teachers and administrators to clarify roles and performance expectations and to facilitate the successful implementation of instructional programs that promote student achievement at the school and classroom levels; (ii) as part of the license renewal process, to assist teachers and principals in acquiring the skills needed to work with gifted students, students with disabilities, and students who have been identified as having limited English proficiency and to increase student achievement and expand the knowledge and skills students require to meet the standards for academic

performance set by the Board of Education; (iii) in educational technology for all instructional personnel which is designed to facilitate integration of computer skills and related technology into the curricula, and (iv) for administrative personnel designed to increase proficiency in instructional leadership and management, including training in the evaluation and documentation of teacher and administrator performance based on student academic progress and the skills and knowledge of such instructional or administrative personnel.

In addition, each local school board shall also provide teachers and principals with high-quality professional development programs each year in (i) instructional content; (ii) the preparation of tests and other assessment measures; (iii) methods for assessing the progress of individual students, including Standards of Learning assessment materials or other criterion-referenced tests that match locally developed objectives; (iv) instruction and remediation techniques in English, mathematics, science, and history and social science; (v) interpreting test data for instructional purposes; (vi) technology applications to implement the Standards of Learning; and (vii) effective classroom management.

F. Schools and school divisions shall include as an integral component of their comprehensive plans required by § [22.1-253.13:6](#), high-quality professional development programs that support the recruitment, employment, and retention of qualified teachers and principals. Each school board shall require all instructional personnel to participate each year in these professional development programs.

G. Each local school board shall annually review its professional development program for quality, effectiveness, participation by instructional personnel, and relevancy to the instructional needs of teachers and the academic achievement needs of the students in the school division.

[§ 22.1-253.13:6](#). Standard 6. Planning and public involvement.

A. The Board of Education shall adopt a statewide comprehensive, unified, long-range plan based on data collection, analysis, and evaluation. Such plan shall be developed with statewide participation. The Board shall review the plan biennially and adopt any necessary revisions. The Board shall post the plan on the Department of Education's website if practicable, and, in any case, shall make a hard copy of such plan available for public inspection and copying.

This plan shall include the objectives of public education in Virginia, including strategies for first improving student achievement, particularly the achievement of educationally at-risk students, then maintaining high levels of student achievement; an assessment of the extent to which these objectives are being achieved; a forecast of enrollment changes; and an

assessment of the needs of public education in the Commonwealth. In the annual report required by § [22.1-18](#), the Board shall include an analysis of the extent to which these Standards of Quality have been achieved and the objectives of the statewide comprehensive plan have been met. The Board shall also develop, consistent with, or as a part of, its comprehensive plan, a detailed comprehensive, long-range plan to integrate educational technology into the Standards of Learning and the curricula of the public schools in Virginia, including career and technical education programs. The Board shall review and approve the comprehensive plan for educational technology and may require the revision of such plan as it deems necessary.

B. Each local school board shall adopt a division wide comprehensive, unified, long-range plan based on data collection, an analysis of the data, and how the data will be utilized to improve classroom instruction and student achievement. The plan shall be developed with staff and community involvement and shall include, or be consistent with, all other division wide plans required by state and federal laws and regulations. Each local school board shall review the plan biennially and adopt any necessary revisions. Prior to the adoption of any division wide comprehensive plan or revisions thereto, each local school board shall post such plan or revisions on the division's Internet website if practicable, and, in any case, shall make a hard copy of the plan or revisions available for public inspection and copying and shall conduct at least one public hearing to solicit public comment on the division wide plan or revisions.

The division wide comprehensive plan shall include, but shall not be limited to, (i) the objectives of the school division, including strategies for first improving student achievement, particularly the achievement of educationally at-risk students, then maintaining high levels of student achievement; (ii) an assessment of the extent to which these objectives are being achieved; (iii) a forecast of enrollment changes; (iv) a plan for projecting and managing enrollment changes including consideration of the consolidation of schools to provide for a more comprehensive and effective delivery of instructional services to students and economies in school operations; (v) an evaluation of the appropriateness of establishing regional programs and services in cooperation with neighboring school divisions; (vi) a plan for implementing such regional programs and services when appropriate; (vii) a technology plan designed to integrate educational technology into the instructional programs of the school division, including the school division's career and technical education programs, consistent with, or as a part of, the comprehensive technology plan for Virginia adopted by the Board of Education; (viii) an assessment of the needs of the school division and evidence of community participation, including parental participation, in the development of the plan; (ix) any corrective action plan required pursuant to § [22.1-253.13:3](#); and (x) a plan for parent and family involvement to include

building successful school and parent partnerships that shall be developed with staff and community involvement, including participation by parents.

A report shall be presented by each school board to the public by November 1 of each odd-numbered year on the extent to which the objectives of the division wide comprehensive plan have been met during the previous two school years.

C. Each public school shall also prepare a comprehensive, unified, long-range plan, which the relevant school board shall consider in the development of its division wide comprehensive plan.

D. The Board of Education shall, in a timely manner, make available to local school boards information about where current Virginia school laws, Board regulations and revisions, and copies of relevant Opinions of the Attorney General of Virginia may be located online.

§ 22.1-253.13:7. Standard 7. School board policies.

A. Each local school board shall develop policies and procedures to address complaints of sexual abuse of a student by a teacher or other school board employee.

B. Each local school board shall maintain and follow up-to-date policies. All school board policies shall be reviewed at least every five years and revised as needed.

C. Each local school board shall ensure that policies are developed giving consideration to the views of teachers, parents, and other concerned citizens and addressing the following:

1. A system of two-way communication between employees and the local school board and its administrative staff whereby matters of concern can be discussed in an orderly and constructive manner;
2. The selection and evaluation of all instructional materials purchased by the school division, with clear procedures for handling challenged controversial materials;
3. The standards of student conduct and attendance and enforcement procedures designed to provide that public education be conducted in an atmosphere free of disruption and threat to persons or property and supportive of individual rights;
4. School-community communications and community involvement;

5. Guidelines to encourage parents to provide instructional assistance to their children in the home, which may include voluntary training for the parents of children in grades K through three;
 6. Information about procedures for addressing concerns with the school division and recourse available to parents pursuant to § [22.1-87](#);
 7. A cooperatively developed procedure for personnel evaluation appropriate to tasks performed by those being evaluated; and
 8. Grievances, dismissals, etc., of teachers, and the implementation procedure prescribed by the General Assembly and the Board of Education, as provided in Article 3 (§ [22.1-306](#) et seq.) of Chapter 15 of this title, and the maintenance of copies of such procedures.
- D. A current copy of the school division policies, required by this section, including the Student Conduct Policy, shall be posted on the division's website and shall be available to employees and to the public. School boards shall ensure that printed copies of such policies are available as needed to citizens who do not have online access.
- E. An annual announcement shall be made in each division at the beginning of the school year and, for parents of students enrolling later in the academic year, at the time of enrollment, advising the public that the policies are available in such places.

§ 22.1-253.13:8. Standard 8: Compliance.

The Standards of Quality prescribed in this chapter shall be the only standards of quality required by Article VIII, Section 2 of the Constitution of Virginia.

Each local school board shall provide, as a minimum, the programs and services, as provided in the Standards of Quality prescribed above, with state and local funds as apportioned by the General Assembly in the appropriation act and to the extent funding is provided by the General Assembly.

Each local school board shall report its compliance with the Standards of Quality to the Board of Education annually. The report of compliance shall be submitted to the Board of Education by the chairman of the local school board and the division superintendent.

Noncompliance with the Standards of Quality shall be included in the Board of Education's annual report to the Governor and the General Assembly as required by § [22.1-18](#).

As required by § [22.1-18](#), the Board of Education shall submit to the Governor and the General Assembly a report on the condition and needs of public education in the Commonwealth and shall identify any school divisions and the specific schools therein that

have failed to establish and maintain schools meeting the existing prescribed Standards of Quality.

The Board of Education shall have authority to seek school division compliance with the foregoing Standards of Quality. When the Board of Education determines that a school division has failed or refused, and continues to fail or refuse, to comply with any such Standard, the Board may petition the circuit court having jurisdiction in the school division to mandate or otherwise enforce compliance with such standard, including the development or implementation of any required corrective action plan that a local school board has failed or refused to develop or implement in a timely manner.

§ 22.1-253.13:9. Virginia Index of Performance incentive program.

A. Schools and local school divisions shall be recognized by the Board of Education in accordance with guidelines it shall establish for the Virginia Index of Performance (VIP) incentive program. The VIP incentive program shall be designed to recognize and reward fully accredited schools and school divisions that make significant progress toward achieving advanced proficiency levels in reading, mathematics, science, and history and social science, and on other indicators of school and student performance that are aligned with the Commonwealth's goals for public education. Such recognition may include:

1. Public announcements recognizing individual schools and divisions;
2. Tangible rewards;
3. Waivers of certain board regulations;
4. Exemptions from certain reporting requirements; or
5. Other commendations deemed appropriate to recognize high achievement.

In addition to Board recognition, local school boards shall adopt policies to recognize individual schools through public announcements or media releases as well as other appropriate recognition.

In order to encourage school divisions to promote student achievement in science, technology, engineering, and mathematics, the Board of Education shall take into account in its guidelines a school division's increase in enrollments and elective course offerings in these areas.

B. A school that maintains a passing rate on Virginia assessment program tests or additional tests approved by the Board of 95 percent or above in each of the four core academic areas for two consecutive years may, upon application to the Department of Education, receive a

waiver from annual accreditation. A school receiving such a waiver shall be fully accredited for a three-year period. However, such school shall continue to annually submit documentation in compliance with the pre-accreditation eligibility requirements.

C. Schools may be eligible to receive the Governor's Award for Outstanding Achievement. This award will be given to schools rated fully accredited that significantly increase the achievement of students within student subgroups in accordance with guidelines prescribed by the Board of Education.

D. In its guidelines for calculating an award under the Virginia Index of Performance incentive program pursuant to this section, the Department of Education shall take into account the number of high school students who earn the one-year Uniform Certificate of General Studies or an associate's degree from a community college in the Commonwealth concurrent with a high school diploma.

XX. TRANSPORTATION

LCPS will be responsible for transporting IEP-eligible students with disabilities who require special education transportation in order to attend MCS.

Enrollment policy says “It shall be the responsibility of the families desiring enrollment to transport their children to MCS.” However, MCS recognizes that a significant portion of the Middleburg community population that it desires to serve may be unable to commit to providing reliable transportation for their children to the school. MCS does not want to exclude any child of the local community from attending because of a perceived inability to arrange suitable transportation. Therefore, MCS intends to make every feasible effort to assist in providing transportation to those who need it. To that end, MCS Facilities Committee shall maintain a Carpool/Ride Share Committee to facilitate transportation for its employees and students. Furthermore, we are currently exploring the feasibility of various approaches that may include but will not be limited to:

1. Providing community funded bus transportation to children within the town of Middleburg who live beyond reasonable walking distance and reside in households who are unable to meet the transportation commitment.
2. Providing bus transportation to students who require such assistance and who reside in the current Middleburg Elementary attendance zones using contracted bus transportation services (private or LCPS) that may be funded by MCS funds, community funds and possibly student fees.
3. Providing bus transportation targeted at other communities as determined by demand from the students enrolled at MCS at any time.

XXI. WAIVERS

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

The waivers below are solely for VDOE regulations. The PHSSA Committee hereby asks that the division superintendent will immediately upon execution of a contract formally request the Department of Education to waive the regulations listed below that were identified by VDOE as being waived automatically for charter schools, if requested. Waiver of these regulations will enhance the operation of the school, provide for more efficient delivery of instruction, and offer more effective choices for curriculum that meets the goals and objectives of the School.

8VAC20-40.

REGULATIONS GOVERNING EDUCATIONAL SERVICES FOR GIFTED STUDENTS

Section 10 and Section 30: Applicability.

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

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

8VAC20-70.

REGULATIONS GOVERNING PUPIL TRANSPORTATION

Section 50: Written employment agreement.

Section 290: First aid course. Section 320: Forms for applicants. Section 470: Adjustments.

Section 510: Vehicles powered by alternative fuels.

LCPS will be responsible for transporting IEP-eligible students (see Section XXII) with disabilities who require special education transportation in order to attend. LCPS open enrollment policy, it shall be the responsibility of the families desiring enrollment to transport their children to MCS.

8VAC20-110.

REGULATIONS GOVERNING PUPIL ACCOUNTING RECORDS

8VAC20-110-50. Approval of school-sponsored field trips and other activities. MCS will frequently conduct walking trips and other excursions, approved by parents of pupils, but that will not be approved through procedures adopted by the local school board. Therefore, a waiver of Regulation 20-110-50 is requested. The form for field trips can be found in the Draft School Management handbook (Appendix D).

8VAC20-110-80. Absence because of school bus not reaching school, etc. In the event that MCS arrives at a compromise where public transportation is provided for pupils to and from school, a waiver of Regulation 20-110-80 is no longer required.

8VAC20-131.

REGULATIONS ESTABLISHING STANDARDS FOR ACCREDITING PUBLIC SCHOOLS IN VIRGINIA

Section 80: Instructional program in elementary schools.

MCS is fully prepared to meet the requirement of 8VAC20-131-80 that it provide each student a program of instruction that corresponds to the Standards of Learning for English, mathematics, science, and history/social science and provide instruction in art, music, and physical education/health as described in the application. In addition, for grades kindergarten through 3, reading, writing, spelling, and mathematics shall be the focus of the instructional program. Each student's progress will be monitored and appropriate records will be maintained reflecting progress or lack of progress. MCS will meet the requirement of reporting that at least the minimal instructional periods disciplines of English, mathematics, science, and history/social science have been received quarterly.

What MCS cannot do is quantify for reporting purposes that out of, for example, a given 90 minute class block on one given day, 45 minutes was devoted to math and 45 minutes to history/social science. This is because the curriculum delivery is integrated and based on topical projects. Students will not attend a separate math class or a separate English class. This integrated curriculum design project-based design has been demonstrated to be very successful in motivating students to put forth the effort needed to successfully progress. The accountability for progress is incorporated into the individual assessments and standardized testing.

Section 210: Role of the principal.

The Principal of MCS will be the instructional leader of the school, and will be responsible for effective school management that promotes positive student achievement, a safe and secure environment in which to teach and learn, and efficient use of resources. However, portions of this section are not applicable, in particular, records will not be audited annually by a professional accountant approved by the local school board. Instead, MCS will obtain a comprehensive annual audit of both the financial and administrative operations in order to help ensure fiscal and administrative compliance with the charter. Therefore, a waiver of Regulation 20-131-210 is requested.

Section 240: Administrative and support staff; staffing requirements.

Due to enrollment numbers, the year-round instructional paradigm, and other factors relating to the goals and objectives of MCS, the administrative and staffing requirements outlined in Section 240 are not appropriate. Therefore, a waiver of Regulation 20-131-240 is requested.

8VAC20-300. RULES GOVERNING FILM CIRCULATION FROM STATE AND REGIONAL AUDIOVISUAL SERVICES.

Section 20:

Orders for audiovisual aids will be submitted on forms referencing MCS that mirror the data on the form provided by the Audiovisual Services of the Department of Education (see Appendix D); therefore, a waiver is requested for Regulation 20-300-20 because that regulation requires use of a different form.

8VAC20-620.REGULATIONS REGARDING SCHOOL GUIDANCE AND COUNSELING PROGRAMS IN THE PUBLIC SCHOOLS OF VIRGINIA

Section 10: School guidance and counseling services.

MCS is committed to providing an age appropriate school guidance and counseling program which would include components of academic guidance and personal social counseling offered in a combination of large group, small group and individual settings. Career guidance would not be applicable to the proposed age group.

The actual guidance and counseling services to be provided would be subject to review and approval by the MCS Board of Directors, as would the forms and procedures for parental notification and any provision for opting-out of services (appended to this section). Parents would be informed about the purpose and nature of the programs, and would be given an opportunity to review materials to be used in guidance and counseling programs.

MCS is seeking a waiver of this regulation, not because it wants to be exempted from offering guidance and counseling services, but because it wants to ensure that its Board of Directors, has the authority to establish the guidelines for the program not the local school board.

A number of additional regulations were identified by the Virginia Board of Education as automatically waivable for Charter Schools. Some of those regulations have since been repealed, some are unique to middle schools, high schools, at-risk schools, and non-public schools, and some do not apply to MCS because the school is indeed a public elementary school.

XXII. TIMELINE

The timeline to establish the Middleburg Charter School includes the staffing process and line items for Board actions and possible building renovations.

| Task | Start Date | Finish Date |
|--|-------------------|--------------------|
| Submit Charter Application at School Board Meeting | Aug 13, 2013 | |
| Staff Submission Preliminary Report | Aug 13, 2013 | Oct 13, 2013 |
| Finalize MCS Board | Aug 2013 | |
| Advertise for Students and Parents | Aug 20, 2013 | |
| Comprehensive Building Evaluation | Sept 2013 | |
| MCS Board files for 501 c 3 (if needed) | Sept 2013 | |
| Charter School Select Committee | Oct 2013 | Dec 2013 |
| Advertise for Principal | Oct 2013 | |
| File for State and Federal Grants | Oct 2013 | ongoing |
| Public Input | Dec 2013 | Jan 2014 |
| Application Approved | Feb 2014 | |
| Negotiate Charter | Feb 2014 | Mar 2014 |
| Accept Applications for Students | upon approval | |
| Hire Principal | Feb 2014 | |
| Implementation of Building renovations | Feb 2014 | Aug 2014 |
| Hire Teachers | April 2014 | |
| Assess Furniture, Technology and Curriculum needs | April 2014 | |
| Open House for new students | April 2014 | June 2014 |
| Acquire Furniture, Technology and Curriculum | June 2014 | |
| Training for Teachers and Staff | June 2014 | Aug 2014 |

Orientation for Parents and Students

July 2014

First Day of School

August 1, 2014

XXIII. RENEWAL

The Middleburg Charter School will request renewal of its charter contract from the Loudoun County School Board on January 1, 2017.

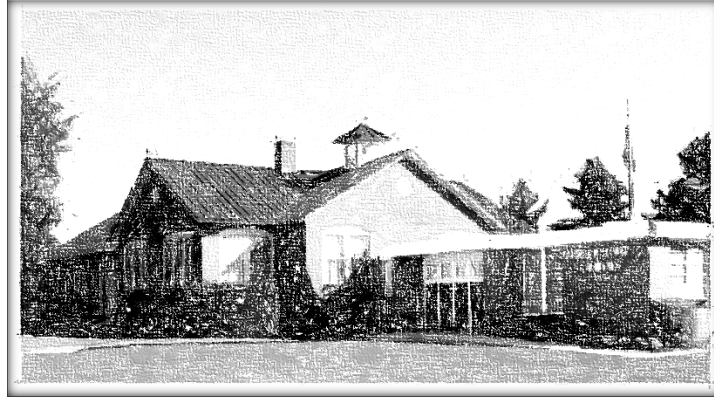
The Charter Application Committee and the Middleburg community has expressed an interest in adding grades 6-8 to the school. Based on the current time frame, the Committee has chosen to maintain the current elementary status for the new charter to serve grades K-5. The Committee will consider the viability of adding grades 6-8 over the initial three year term of the charter.

Attachment A

Windy Hill Focus Group Meeting held June 4, 2013
English Language Learner Meetings held in May and June 2013

A number of small group meetings were held with residents of the Windy Hill community and the Middleburg Elementary Hispanic community. These meetings were an opportunity to educate current families about the charter school process. They gave families an opportunity to express their concerns and wishes for their children's education. The families at the Windy Hill neighborhood stressed their need for transportation to and from school and for after school programs. Ongoing communication with the school through email and voice mail was also important to them. The Hispanic families overall expressed a desire for a strong academic curriculum. They perceive their Spanish speaking children to be at a disadvantage when first entering school. They want them to be challenged. They were not interested in language immersion as they want their children to master the English language, first and foremost.

As part of ongoing outreach, a Spanish-speaking liaison will continue to meet with the Spanish speaking families and translate the charter school paperwork and information. A representative from each community will be invited to participate in a parent board.



We need your help and input!
Please join us for a discussion about the

**MIDDLEBURG ELEMENTARY
CHARTER SCHOOL**

Windy Hill Community Meeting
Tuesday June 4th
6:00 - 7:00 pm
Windy Hill Community Room

snacks will be served

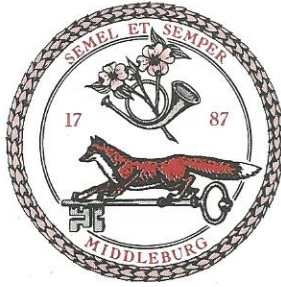
BE A PART OF THE TRANSFORMATION!!!!

Questions: Janelle Stewart, President MES PTO (703)727-7842 or stewartjanelle@hotmail.com

Town Of Middleburg

County of Loudoun

10 West Marshall Street
Post Office Box 187
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www.middleburg.org



TOWN COUNCIL

Betsy Allen Davis, *Mayor*
Darlene Kirk, *Vice Mayor*
Kevin Hazard
Trowbridge Littleton
Bundles Murdock
Kathy Jo Shea
Mark T. Snyder
David B. Stewart

July 5, 2013

Mr. Eric Hornberger, Chairman
And Members of the Loudoun County School Board
Loudoun County Public Schools
Administration Building
21000 Education Court
Ashburn, Virginia 20148

RE: Charter School Application – Middleburg Elementary School

Dear Chairman Hornberger,

On behalf of the Town Council and the citizens of the Town of Middleburg, I would like to offer our support for the application to make the Middleburg Elementary School a charter school. The Middleburg Elementary School is a core element of what makes Middleburg so special. To close it would change the character of our town and not for the better. We strongly support whatever can be done to ensure its continued existence.

As we understand, even if it was declared to be a charter, the school would remain a public school and would be supported with public funds. The only difference is that it would operate under an agreement with the School Board and would have more autonomy. This appears to offer the best of both worlds for our community.

Once again, please accept our strong support of changing the Middleburg Elementary School to a charter. Should you require anything further from the Town in pursuit of this change, please do not hesitate to contact me.

With Warm Regards,

Betsy A. Davis
Mayor

BADrsn

Attachment B – Letter of support from CMSP

July 19, 2013

To Whom it may Concern:

The Community Music School of the Piedmont (CMSP) wholeheartedly supports the application of the Middleburg Charter School. Middleburg School is an integral part of Middleburg life for over 100 years. It provides an excellent education for children in the area. It is a small but vibrant school with the firm backing and support of the community who value and treasure it.

CMSP has been in operation in the Middleburg community for 18 years. Our mission is to provide high quality music education and performance opportunities for members of our community. CMSP's faculty is extremely well qualified, all have college degrees, a significant majority have advanced academic degrees in music; and many are professional performers. Several are music educators in public or private schools, and some teach at the university level.

Over the past several years CMSP and Middleburg Elementary have worked together on several music programs.

- With the support of the PTO, CMSP provides instrumental group lessons after school in violin and flute for students. This year the violin students performed in the spring CMSP recital. In addition, the PTO subsidized the *After School Music* program so that the students who wished to participate could do so.
- One of CMSP's outreach programs, *The Instrument Petting Zoo*, which offers children a hands on chance to explore a variety of real musical instruments, has visited Middleburg School a number of times.

CMSP looks forward to working with the Middleburg Charter School to develop an instrumental component of the music curriculum at the school. Research has indicated that music education plays a critical role in helping children develop intellectually at many levels.

We believe that having a strong music program at the Middleburg Charter School will help provide an excellent learning environment for all the children who will attend the new school.

Sincerely,

Martha Cotter
Executive Director

July 17, 2013

To Loudoun County Public Schools:

Windy Hill Foundation is pleased to support the application of the Middleburg Charter School. Middleburg Elementary and the Windy Hill Foundation have a strong history and highly successful partnership to promote academic support for the children of the Middleburg community. We recognize the importance of having an accessible community school that is committed to providing quality education and wrap around support for the children who reside in Middleburg.

Windy Hill Foundation was started in 1981 by a local citizen who was outraged by the poor and terribly outdated condition of a small community on the western edge of Middleburg-Windy Hill. Today, we provide a total of 67 units of affordable housing in Middleburg, serving 20% of Middleburg's population. This housing is targeted for those who earn half, or less than half of the median income in our area. Our mission: To provide safe, decent and affordable housing to low and lower income families and the elderly in Loudoun, Clarke, and Fauquier Counties and to encourage self-improvement and self-sufficiency among tenant residents. Our active board is dedicated to promoting services that meet people where they are in the cycle of poverty, and we take intentional steps to meet the diverse and growing needs of those we serve in the Windy Hill community.

In recent years, our community has seen an increase in single parents with young children. Currently, we serve 13 children 0-6, and 11 children 6-12 and 7 teens. Many of these families lack transportation and rely on school bus services for their children. In order for our children to improve their future, it is important that we work hand-in-hand with their parents to build a strong foundation for their success in school. We recognize that school readiness is critical to improve academic performance and, as a means to achieve this we work strategically with our local community school to provide the collaborative Study Buddy Program.

Our highly successful Windy Hill Study Buddy Program has served the students of Middleburg Elementary for over 10 years. The program offers tutoring help to any child in grades 1-5 from Windy Hill and many other "at risk" students identified by the school. Dedicated Middleburg volunteers provide one-on-one tutoring two days a week throughout the school year. Students improve behavior, skills, and academic performance, and grow in confidence.

We look forward to our continued communication, and potential partnership with the Charter School Committee, and believe it is imperative for the children and families of Middleburg to have an accessible, strong, community school that promotes quality education, parent involvement and community building.

Sincerely,

Windy Hill Foundation

Attachment D

News article on Miriam Hughey-Guy, advisor from Barcroft Elementary School

Posted at 10:54 PM ET, 05/18/2013

Miriam Hughey-Guy, one of best principals ever, transforms an Arlington school

By [Jay Mathews](#)

Five years ago, I thought I was going to catch Miriam Hughey-Guy, principal of Barcroft Elementary School in Arlington County, making an excuse for her school's failure to reach federal proficiency targets three years in a row.



Miriam Hughey-Guy. (COURTESY OF ARLINGTON PUBLIC SCHOOLS)

I didn't see why she had to take the blame. Her students were mostly from low-income families. Many parents spoke little English. [That year the school just missed the mark](#), needing only seven more limited-English students to pass the state reading test.

When I asked about this, she began a sentence with the word "because." She seemed on the verge of blaming somebody or something else. But she cut herself off and started again.

"No because," she said. "There is no excuse!" Failing to meet the requirements of the No Child Left Behind law was "mind-boggling," she said, "but it is something we have to work on."

Which is what she, and a team of teachers who hold her in awe, did. They brought the school back into compliance. More importantly, they demonstrated how good a school full of poor kids can be if it has a smart, energetic principal who gives teachers unwavering support for their best ideas.

This year, Hughey-Guy, 59, is retiring. I don't envy the person who will take her place. It is difficult to find a principal as creative and resourceful as she has been. Barcroft's [Leonardo da Vinci Project](#), a way to mix history, art and science in ways that enthrall children, has become a curricular legend. Hughey-Guy is the only Arlington principal to persuade parents and teachers to switch to a year-round schedule to reduce the learning loss from the traditional summer vacation.

The average elementary school principal's tenure is five years. This is Hughey-Guy's 20th year at Barcroft. Parents, teachers and students speak of the 5-foot-tall former physical education teacher with a reverence similar to what former Redskins coach Joe Gibbs gets from football fans.

Andrew J. Rotherham, former education adviser to President Bill Clinton and former member of the Virginia state school board, has kids at Barcroft. Hughey-Guy "led a genuinely economically diverse school that parents are choosing," he said. "Schools like that are pretty rare in the context of American education."

Dora Sue Black, the lead teacher for reading at Barcroft, said Hughey-Guy "encourages staff involvement in decisions and implementation. She provides support when teachers come with ideas to support and challenge the students."

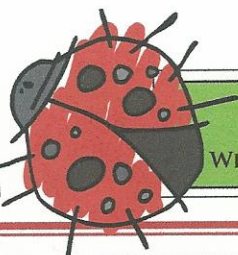
"She is a whirling dervish that doesn't stop," said Arlington County School Superintendent Patrick K. Murphy. "She always has an opinion, has strong beliefs and is always action-oriented."

Sixty-one percent of Barcroft's 481 students are from low-income families. Fifty-two percent are Hispanic, 23 percent white, 10 percent black and 9 percent Asian. The school has an 8:45 a.m. to 5 p.m. extended-learning program. It offers Spanish as a foreign language to all students.

Hughey-Guy said she plans to spend more time with her husband while spreading the word of how to build a great school. She loved talking to kids. [She encouraged teachers to be leaders.](#) She shared and analyzed new student data immediately. She had her staff plan for each student. [She had frequent meetings with parents.](#)

If all principals were as good as Hughey-Guy, this would be the golden age of American education. Many people she trained are now running schools, or soon will be. We should be glad they are out there showing what they learned from a remarkable woman who always hugged kids, and knew all their names.

By [Jay Mathews](#) | 10:54 PM ET, 05/18/2013



MIDDLEBURG ELEMENTARY MUST INCREASE ENROLLMENT TO STAY OPEN

JENNIFER HEYNS

What parents of Middleburg Elementary School students consider an asset of the school may just be the bane of its existence. Low enrollment there, and at other public schools in the county, is viewed as a red flag to county officials, said Carla Passarello, Head of Small Schools Committee and the mother of three.

"The main threat is that the administration argues that they aren't cost efficient," said Passarello, "and that simply isn't true."

Passarello explained that officials don't take into account that newer, and therefore lesser paid, teachers are often assigned to the newer, bigger schools, while more experienced, higher paid teachers often opt to relocate to the smaller rural schools.

This makes schools like Middleburg Elementary seem expensive to run; higher salaries going to instruct fewer students.

Passarello said that the parents of Middleburg Elementary students have been staving off various threats to close the school for decades. School board officials prefer bigger, newer schools than the smaller, older ones in rural settings like the one Middleburg residents have come to value so much, according to Passarello.

At the present time, only 72 students are enrolled at Middleburg Elementary, however the school's capacity is 137 students, according to Principal Gary C. Wilkers.

What compounds the threat to small schools like Middleburg is the overcrowding at some of the other Loudoun County Public Schools.

Wilkens said that in an effort to ease the overcrowding the county

adopted a new policy, which took effect on January 27. This policy allows county residents to transfer their elementary student into an under-enrolled school, if they provide their own transportation.

"We have had one student transfer in from Lincoln Elementary and have had several other parents from the Leesburg area come and take a tour of the school," said Wilkers, who is hopeful that he will gain more transfers for the coming school year.

"I would expect, realistically, that we would get six or seven kids next year and that it would grow each year," said Passarello, "My hope for Middleburg is that they experience growth, naturally, which will increase enrollment as well."

Passarello also noted that a development site for new town houses has been approved by the Town and

Continued Page 6

SPRING IN BLOOM

Foxcroft School's storied Cherry Tree Alley bloomed beautifully this month to herald Spring and to honor former Director of Riding Margaret Lee who died unexpectedly in a horse cart accident.

Originally planted in the 1930's, the trees had greatly surpassed their life expectancy. Miss Margaret was worried and saddened by the prospect of eventually losing

this beautiful landscape feature on the campus. Suddenly realized that by back-planting the original trees with young weeping cherries, the beautiful alley would never die.

After she died so suddenly, a group of her local friends and admirers agreed that back-planting the original Cherry Tree Alley with two rows of weeping cherries would make a lovely, living memorial to Miss Margaret.

With only one letter requesting contributions, the group had the funds they needed within only two weeks, a real testament to the admiration everyone had for Miss Margaret. Contributions came from every corner of the community.

In March of 1995, 60 young weeping cherries were planted. With the help and dedication of many friends of the school, 60 young weeping cherries were planted in Miss Margaret's memory in 1995.

Every April, they bloom in her honor and for the pleasure of Foxcroft students, professors, parents and staff.

Miss Margaret, who lived the Foxcroft ideal she taught, would be delighted to know that this landmark Alley blooms on in her honor.

"She was an astounding teacher and a truly important figure in the community and for the girls she taught," said Lisa Patterson, a 1989 Foxcroft graduate.

EQUESTRIAN GRANDE
DAME RIDES TO SERVE
OTHERS

PAGE 20

CHECK OUT OUR NEW
FACES & PLACES SECTION
YOU MIGHT SEE SOMEONE
YOU KNOW

PAGE 28

THE MIDDLEBURG CHARTER SCHOOL

| FIRST | LAST | EMAIL | PHONE | BUSINESS | ADDRESS 1 | ADDRESS 2 | CATEGORY |
|-----------|-------------|--|------------------|---------------------------------|-----------|--------------|----------|
| Elizabeth | Esper | elizabethesper@yahoo.com | | | | | |
| Alice | Porter | aporterart@yahoo.com | 540-454-8372 | | | | Teacher |
| Sharon | | | 703-464-0034 | Cortona Academy | | Fairfax, VA | Educator |
| Laura | | lauragreenleaf@verizon.net | | Patrick Henry parent | | Richmond, VA | Parent |
| Caitlin | Gibson | Caitlin.Gibson@washpo | 202.334.9042 | The Washington Post | | | Press |
| Melissa | Gregory | pediatricpsychologycen | (571) 269 - 7209 | | | | Parent |
| | Shapiro | shapirot@washpost.com | | | | | Press |
| Vicky | Moon | vickyannmoon@aol.com | | | | | Press |
| Cindy | Pearson | cpearson@townofmiddleburg.org | | | | | Press |
| | Young | ayoung@timespapers.com | | | | | Press |
| | | dnadler@leesburgtoday.com | | | | | Press |
| Deedee | | deedee@mbecc.com | | | | | Press |
| | | kinzies@washpost.com | | | | | Press |
| | | economicdevelopment@townofmiddleburg.org | | | | | Press |
| Cynthia | Flynn | cthiaflynn@gmail.com | | Windy Hill | | | |
| Kim | Hart | hmpi2000@aol.com | | Windy Hill | | | |
| Amy | Risher | AmyR738@yahoo.com | 412.951.6952 | Sally Merten Fellowship Program | | | |
| Steve | Hines | | | | | | Press |
| Rick | Gondella | | | | | | Press |
| Jennie | Wills | jwills06@yahoo.com | 703-303-5659 | Foxcroft | | | |
| Pam | Foster | p_m_foster@hotmail.com | | | | | Parent |
| Sarah | Pemberton | pembertonfamilyof4@gmail.com | | | | | |
| Denis | Cotter | denisgcotter@msn.com | | | | | |
| Tauvas | Johnson | tauvasjohnson@yahoo.com | | Hillsboro PTA | | | |
| Tom | Reed | Tomreedatlarge | | | | | |
| Sheri | Conrad | Sheri.conrad@loudoun.gov | | MCC | | | |
| Shawn | Lyons | shawn.lyons@lcps.org | | | | | |
| Jennifer | Rooney | sweetsachetbags@gmail.com | | | | | |
| Alanna | Dvorak | advorak@timespapers.com | | | | | Press |
| Priscilla | Godfrey | godfreyblueridge@gmail.com | | | | | |
| Colleen | Basinger | | | | | | |
| Kim | Tapper | Kim@aptblifecoaching.org | | A Place to Be | | | |
| Benjamin | Shoenberger | theatricalinteriorsbyben@gmail.com | | A Place to Be | | | |
| Eryn | Gable | eryngable@yahoo.com | | | | | |
| Danielle | Nadler | dnadler@leesburgtoday.com | | | | | Press |

THE MIDDLEBURG CHARTER SCHOOL

| | | |
|--------------|----------|--|
| Brent | Styler | dgesli@gmail.com |
| Kathy jo | Shea | secondchapterbks@gmail.com |
| Trace | Buzzelli | Tracebuzzelli@icloud.com |
| Kathleen | Luczak | |
| Bruce and Ed | Smart | sbsems@hotmail.com |

Attachment F

MIDDLEBURG CHARTER SCHOOL COMMUNITY MEETING MINUTES 10/18/12

Persons attending: School Administration: Ned Waterhouse, Deputy Superintendent, Dr. Martin, Charter School Committee members; Middleburg Elementary Parents and Staff; Community Residents and Representatives of Windy Hill; and several Businesses; potential Charter School partners; Local Press and Photographers

Call Meeting to Order @ 6:30pm

Discussed: Charter School Committee Member and PTO President, Janelle Stewart gave a brief synopsis of the Charter School idea for Middleburg Elementary School. She indicated that the school has been on the verge of closing for many years and even with open enrollment, the school has not increased its enrollment. Dr. Martin and Mr. Waterhouse insisted that there are no immediate plans to shut down Middleburg or other small schools.

The committee presented the idea of becoming a PUBLIC charter school and solicited comments from the community. Most of the discussion focused on the staffing, budgets and the lottery system that will be in place to select students to attend. The discussion centered around the difference of a public charter, using public funds and a private charter school.

Some staff were concerned about their employment, their retirement and their benefits. Parents expressed concerns about using a lottery system and still being a “community” school. Much of the discussion was the funding of the Public school.

Attachment F

MIDDLEBURG CHARTER SCHOOL COMMUNITY MEETING MINUTES 6/4/13

Persons attending: Mary Stine, Melissa Gregory, Jeff Balwin, Craig Mueller, Alice Porter, Bruce and Edie Smart, Rick Gondella, Brent and Deb Styler, Martha Cotter, Ann McLeod, Cynthia Flynn, Sheri Conrad, Susan McGroddy, Susanna Calley, Dave Quanbeck and Teri Domanski

Call Meeting to Order @ 1pm, held at Susan McGroddy's home.

Discussed: Charter School Committee Members (Dave Quanbeck and Janelle Stewart) gave a brief overview of the progress of Charter School Committee. It was discussed that we are in the process of putting together Charter School Application for the County. As of July 1, we do not have to submit a State application so we would like to move forward with Loudoun County charter application. Dave and other committee members gave a short background of Middleburg Elementary school, its demographics and recent struggles to stay open as a community school.

Attendees introduced themselves and we discussed the various sub committees: Curriculum, Finance and transportation, Public Relations and Outreach and Application.

The demographics are key in Middleburg because the majority of the school population is eligible for free and reduced lunch, or is English learners. A representative of the Windy Hill board (Cynthia Flynn) says the lottery system will push away students from Windy Hill. It is important that we serve the community as a whole and allow children in the Middleburg town limits to attend the school (without a lottery system.) There is a law that states that students eligible for "free and reduced" lunch don't have to be part of a lottery to attend.

It was agreed that the Charter school will focus on a community based model so that all students in the community will be able to attend.

A former Middle and High School Principal, Craig Mueller, attended the meeting with extensive experience in curriculum development. He supports charter school ideas and disagrees with "teaching to the test". He said that "experiential learning" was the best model for students and agreed with an interdisciplinary approach.

We talked about what the classrooms would look like. Possibility would be one for math, one for reading and writing, one for science one for foreign language. Teacher planning would be imperative to have all classes integrated in one subject matter at a time.

Melissa Gregory spoke highly of a best practices model – the Reggio-Elmia curriculum which focuses on critical thinking skills and distributed some general information on the Sabot at Stony School in Richmond that uses this model.

Sheri Conrad discussed include Parks and Rec programs in the Charter School and whether her programs would be on site at the school or continue to be at the Middleburg Community Center. She will be meeting with the director of the County Parks and Rec next week to discuss options with her.

Open discussion followed. We discussed the possibility of a year round calendar for the school. Several of the participants were against the year round model but thought it was something to consider implementing once the charter was approved and established.

Another issue was the name. Attendees agreed that keeping "Middleburg" in the title of the school was a positive. It fits with our community school part of the mission statement.

Committees were set. Follow up will be within the week. Janelle Stewart, Susan McGroddy, Martha Cotter, Melissa Gregory and will visit Barcroft School in Arlington on Friday.

Meeting adjourned at 3:00pm.

Attachment G – Example of Thematic Unit Plans (Grade 2)

Middleburg Charter School
Thematic Unit Planner
Leonardo Da Vinci Project Model
Provided by Barcroft School Arlington, Va

Grade: Second Grade

Teachers:

Yearly Theme: Patterns

| Quarter | Theme | Topics |
|-----------------------|-----------------------------|--|
| 1st | The World Around Us | Citizenship, Communities, Matter, Magnets, Geography |
| 2nd | Past to Present to Future | American Indians, Economics, Plant Resources |
| 3rd | Pattern Makers and Breakers | Weather, Influential Americans |
| 4th | Cycles and Structures | Ancient China, Ancient Egypt Life Cycles |

Quarterly Thematic Unit Planner

| | |
|----------------------|---|
| Theme | The World Around Us |
| Quarter | 1 st |
| Big Questions | How can each of us impact the world around us? What makes up the world around us? How can we learn about the world around us? |
| Topics | Citizenship, Communities, Matter, Magnets, Geography |
| SOLs | <p><u>SCIENTIFIC INVESTIGATION – THROUGHOUT THE YEAR</u></p> <p>2.1 The student will demonstrate an understanding of scientific reasoning, logic, and the nature of science by planning and conducting investigations in which</p> <ul style="list-style-type: none"> a) observations and predictions are made and questions are formed; b) observations are differentiated from personal interpretation; c) observations are repeated to ensure accuracy; d) two or more characteristics or properties are used to classify items; e) length, volume, mass, and temperature are measured in metric units and standard English units using the proper tools; f) time is measured using the proper tools; g) conditions that influence a change are identified and inferences are made; h) data are collected and recorded, and bar graphs are constructed using numbered axes; i) data are analyzed, and unexpected or unusual quantitative data are recognized; j) conclusions are drawn; k) observations and data are communicated; l) simple physical models are designed and constructed to clarify explanations and show relationships; and m) current applications are used to reinforce science concepts. <p><u>MATTER – 2 WEEKS</u></p> <p>2.3 The student will investigate and understand basic properties of solids, liquids, and gases. Key concepts include</p> <ul style="list-style-type: none"> a) identification of distinguishing characteristics of solids, liquids, and gases; b) measurement of the mass and volume of solids and liquids; and c) changes in phases of matter with the addition or removal of energy. |

MAGNETS – 1 WEEK

2.2 The student will investigate and understand that natural and artificial magnets have certain characteristics and attract specific types of metals. Key concepts include

- a) magnetism, iron, magnetic/nonmagnetic, poles, attract/repel; and
- b) important applications of magnetism.

CITIZENSHIP – 1 WEEK

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

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

COMMUNITIES – 2 WEEKS

2.3 The student will identify and compare changes in community life over time in terms of buildings, jobs, transportation, and population.

2.12 The student will understand that the United States is a land of people who have diverse ethnic origins, customs, and traditions, who make contributions to their communities, and who are united as Americans by common principles.

GEOGRAPHY – 2 WEEKS

2.5 The student will develop map skills by

- a) locating the equator, the seven continents, and the four oceans on maps and globes;
- b) locating selected rivers (James River, Mississippi River, Rio Grande), mountain ranges (Appalachian Mountains and Rocky Mountains), and lakes (Great Lakes) in the United States.

2.6 The student will demonstrate map skills by constructing simple maps, using title, map legend, and compass rose

READING

2.5 The student will use meaning clues and language structure when reading.

- a) Use information in the story to read words.
- b) Use knowledge of sentence structure.
- c) Use knowledge of story structure and sequence.

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| | <p>2.6 The student will use language structure to expand vocabulary when reading. d) Use knowledge of antonyms and synonyms.</p> <p>2.7 The student will read fiction and nonfiction, using a variety of strategies independently. a) Preview the selection by using pictures, diagrams, titles, and headings. b) Set purpose for reading.</p> <p>2.8 The student will read and demonstrate comprehension of fiction and nonfiction. c) Relate previous experiences to the topic.</p> <p>2.9 The student will demonstrate comprehension of information in reference materials. a) Use a table of contents.</p> <p><u>WRITING</u></p> <p>2.11 The student will write stories, letters, and simple explanations. a) Generate ideas before writing. d) Use available technology.</p> <p>2.12 The student will edit writing for correct grammar, capitalization, punctuation, and spelling. a) Recognize and use complete sentences. f) Use correct spelling for high-frequency sight words, including compound words and regular plurals.</p> |
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| 1 st Quarter | | | | | | | | |
|-------------------------|-------------------|------------------------|------------------------------------|--|---|--|--------------------------|---------------|
| Week | Content | Science Lab | Math | Reading SOLs | StoryTown | Writing SOLs | Writing | Growing Words |
| 1 | Leonardo da Vinci | AIMS Primarily Matter: | EDC and BOY Test | <u>Fiction</u> 2.8a Make and confirm predictions | Open Week | <u>Compose and Written Expression</u> 2.12a Generate ideas | Open Week | |
| 2 | Citizenship | | Unit 1 - Understanding Add and Sub | 2.8b Relate experiences to main idea 2.8e Characters, setting and events 2.8g Main idea 2.8j* Read with fluency <u>Nonfiction</u> 2.9e Ask and answer questions 2.9g Main idea 2.9h* Read with fluency | Theme 1 Characters Graphic Organizers | <u>Usage and Mechanics</u> 2.13a Complete sentences 2.13b End punctuation 2.13d Singular and plural nouns and pronouns | Unit 1 Writing Community | -ed |
| 3 | Communities | | Unit 1 - Understanding Add and Sub | | Theme 1 Characters Graphic Organizers | | Unit 1 Writing Community | -ing |
| 4 | Communities | | Unit 1 - Understanding Add and Sub | | Theme 1 Main Idea and Details Answer Questions | | Unit 1 Writing Community | -s, -es |
| 5 | Matter | | Unit 1 - Understanding Add and Sub | | Theme 1 Main Idea and Details Answer Questions | | Unit 1 Writing Community | -s, -es |
| 6 | Matter | | Unit 1 - Understanding Add and Sub | | Theme 1 Use Graphic Organizers Answer Questions | | Unit 1 Writing Community | un- |
| 7 | Magnets | | Unit 2 Measurement and Shapes | | Open Week | | Unit 1 Writing Community | un- |
| 8 | Geography | | Unit 3 Solving Story Problems | | Theme 2 Make Predictions Use Prior Knowledge | | Unit 1 Writing Community | re- |
| 9 | Geography | | Unit 3 Solving Story Problems | | Theme 2 Make Predictions Use Prior Knowledge | | Open Week | re- |

| Connections | |
|--------------------|--|
| Art | <p>The World Around Us: artists show people alone and together, fun times in the community</p> <p>Citizenship: Self-portrait, Frida Khalo, my thoughts and feelings</p> <p>Communities: Family celebrations, painting background with model magic people, Carmen Lomos-Garza (homeroom connection – writing to accompany hallway art display, Math Talk using Lomos-Garza works)</p> <p>Matter: The many properties of clay from plastic to bisqueware. Students will form a clay sun by manipulating the clay. Aztec sun faces (Hispanic Heritage). Color mixing to complete painting.</p> <p>Hispanic Heritage continued Amante Bark paintings inspired by beauty in nature.</p> |
| Music | <p>Citizenship and Community: working together as music class community, routines, rules to make our community cohesive, singing together and playing instruments in a balanced way, songs and music of various cultures</p> <p>Community songs: teachers requested Morning Meeting community song</p> <p>Hispanic Heritage Culture: songs and activities</p> <p>World Around Us: explore rhythmic patterns and play them on drum and xylophone (Johnny Get your Haircut, Allá en la Fuente. Al Tambor, Eres Tú)</p> |
| P.E. | <p>Citizenship: cooperative games focus on sharing, showing respect, knowing difference between classroom and game rules, body and spatial awareness, learning procedures and following directions, working cooperatively safely together (ongoing Spanish and English vocabulary)</p> <p>Geography: map skills, home countries (Hispanic Heritage), United States, who makes up a community in and out of school and appropriate behaviors for all</p> |
| Library | <p>Citizenship: Library citizenship</p> <p>Community: what makes a community, my community, various origins and home countries, changes in communities over time (River Town,)</p> |
| Spanish | <p>Citizenship: Students learned about citizenship and discussed the roles and responsibilities of people within families and schools. They also learned what takes to be a good citizen</p> |

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| | <p>Geography: World, US, and Virginia geography and basic map skills</p> <p>Spanish writing: write in complete sentences, edit for correct grammar</p> |
| Science Lab | <p>Scientific Investigation/Matter: AIMS Primarily Earth</p> <ul style="list-style-type: none"> • What Makes the Rain • A Disappearing Act • Water to Ice to Water • Air is There <p>Magnets: AIMS Primarily Magnets</p> <ul style="list-style-type: none"> • Magnets: A Sticky Business • Can We Sort? • Mightiest Magnet • Make It Fly • Car Carriers |
| Cultural Awareness | |

| Resources | |
|------------------|---|
| Read Alouds | <i>Family Pictures, Abuela</i> – Carmen Lomos-Garza illustrator Communities: <i>Madlenka, The Little House</i> (Burton), <i>Nothing Ever Happens on 90th Street</i> <i>The Iron Dragon Never Sleeps, Paddle to the Sea</i> |
| Videos | United Streaming: |
| Guided Reading | Book Room: <i>The Little House</i> (Virginia Burton) |
| Websites | |
| Other | Project Clarion: What's the Matter – Differentiated Gifted Science Curriculum |
| Gifted | Gifted Literature: <i>The BFG</i> (Roald Dahl) |

Quarterly Thematic Unit Planner

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| Theme | Past to Present to Future |
| Quarter | 2 nd |
| Big Questions | How do events and contributions of the past affect our lives in the present? How will events and contributions of the present affect the future? |
| Topics | American Indians, Plant Resources, Economics |
| SOLs | <p><u>AMERICAN INDIANS – 4 WEEKS</u></p> <p>2.2 The student will compare the lives and contributions of American Indians (First Americans), with emphasis on the Powhatan of the Eastern Woodlands, the Sioux of the Plains, and the Pueblo people of the Southwest.</p> <p>2.4 The student will develop map skills by</p> <ul style="list-style-type: none"> b) locating the regions of the Powhatan, Sioux, and Pueblo Indians on United States maps; c) comparing the climate, land, and plant life of these regions; d) describing how people in these regions adapt to their environment. <p><u>PLANT RESOURCES – 3 WEEKS</u></p> <p>2.8 The student will investigate and understand that plants produce oxygen and food, are a source of useful products, and provide benefits in nature. Key concepts include</p> <ul style="list-style-type: none"> a) important plant products are identified and classified; b) the availability of plant products affects the development of a geographic area; c) plants provide oxygen, homes, and food for many animals; and d) plants can help reduce erosion. <p><u>READING</u></p> <p>2.6 The student will use language structure to expand vocabulary when reading.</p> <ul style="list-style-type: none"> c) Use knowledge of simple abbreviations. <p>2.8 The student will read and demonstrate comprehension of fiction and nonfiction.</p> <ul style="list-style-type: none"> a) Make predictions about content. b) Read to confirm predictions. |

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| | <p>2.9 The student will demonstrate comprehension of information in reference materials. b) Use pictures and charts.</p> <p>2.7 The student will read fiction and nonfiction, using a variety of strategies independently. c) Read stories, poems, and passages with fluency and expression. d) Reread and self-correct when necessary.</p> <p><u>WRITING</u></p> <p>2.11 The student will write stories, letters, and simple explanations. b) Organize writing to include a beginning, middle, and end. d) Use available technology.</p> <p>2.12 The student will edit writing for correct grammar, capitalization, punctuation, and spelling. b) Use and punctuate declarative, interrogative, and exclamatory sentences. f) Use correct spelling for high-frequency sight words, including compound words and regular plurals.</p> |
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| 2 nd Quarter | | | | | | | | |
|-------------------------|------------------|-------------|-----------------------------------|---|---|--|------------------------|----------------|
| Week | Content | Science Lab | Math | Reading SOLs | StoryTown | Writing SOLs | Writing | Growing Words |
| 1 | American Indians | | Unit 3 Solving Story Problems | <u>Fiction</u> 2.8c Ask and answer questions | Theme 2 Plot Use Story Structure | <u>Compose and Written Expression</u> 2.12b Organize writing | Unit 2 Telling More | dis- |
| 2 | American Indians | | Unit 3 Solving Story Problems | | Theme 2 Plot Use Story Structure | | Unit 2 Telling More | dis- |
| 3 | American Indians | | Unit 3 Solving Story Problems | 2.8f Problem and solution | Theme 2 Use Prior Knowledge Use Story Structure | 2.12c Expand to include descriptive detail | Unit 2 Telling More | -ly |
| 4 | American Indians | | Unit 4 Triangles and Quads | | Open Week | | Unit 2 Telling More | -ly |
| 5 | Plant Resources | | Unit 5 Addition to 200 | 2.8h Summarize stories and events | Theme 3 Author's Purpose Ask Questions | 2.12d Revise for clarity | Open week | -y |
| 6 | Plant Resources | | Unit 5 Addition to 200 | | Theme 3 Author's Purpose Ask Questions | | Unit 3 Fiction | -y |
| 7 | Economics | | Unit 5 Addition to 200 | <u>Nonfiction</u> 2.9b Make and confirm predictions | Theme 3 Fiction/Nonfiction Reread | 2.13 Edit writing | Unit 3 Fiction | in- |
| 8 | Economics | | Unit 5 Addition to 200 | | Theme 3 Fiction/Nonfiction Reread | | Unit 3 Fiction | in- |
| 9 | Economics | | Unit 5 and Mid Year assessment | 2.9d Set a purpose 2.9h* Read with fluency | Theme 3 Ask Questions Reread | 2.13c Capitalize proper nouns and I 2.13g Abbreviations | Unit 3 Fiction | im-, -il, -ir- |

| Connections | |
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| Art | Native American Sun Gods, Portrait of a Native American - with field trip. Nature's Beauty (leaves or clay pot) Assemblage - found "natural" fall objects arrange sticks symmetrically. Faith Ringgold and Carmen Lomas Garza painting of a place indoors or outdoors with quilt border. |
| Music | Past and Present – Native American stick song and game – northwest coast – rhythm, steady beat and cooperative learning, multitasking singing and playing simultaneously, The Indian Stick Song Economics – (songs) Buying and Selling, Economics, We Are Consumers – lyrics put to familiar tunes Plant Resources (songs) – Seed Song, Raffi song Everything Grows and Grows, Harvest (Thanksgiving) |
| P.E. | Locomotor patterns: throwing, galloping, skipping Native American: games connections – lacrosse Economics: resources used to make sports equipment, athlete industry, sports fields as resources, coaches and teachers as human resources |
| Library | Multi-lesson unit for all second grade classes which will include read alouds of a tribal legends from the 3 major geographic tribal groups: Eastern Woodlands, Plains Indians and Southwest Indians. Mini-lesson on folk tales and "why" or "porquoi" tales. Eastern Woodlands: oral storytelling of local ghost story featuring the Three Sisters Rocks in the Potomac River with background on Eastern Woodlands tribe. Read-aloud of the <i>Gift of the Sacred Horse</i> (Plains Indians) and <i>Arrow to the Sun</i> (Southwest Indians.) Students will identify environment and climate from each region and how it influenced tribal homes, and diet as well as tribal occupations for survival and modes of transportation. Pull book resources on the three tribal groups and check out in cart for teachers to use in 2nd gr. wing. Pull books listed in the read-aloud section for 2nd gr. teachers to use in the classroom. |
| Spanish | Discuss the lives and contributions of American Indians (Powhatans, Sioux, Pueblo) locate the 3 tribes in the US. Compare and contrast the tribes. |
| Science Lab | AIMS Primarily Plants • What Do Plants Need? Making Paper AIMS Primarily Earth |

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| | <ul style="list-style-type: none"> • Agent Erosion • Soil Study AIMS Under Construction <ul style="list-style-type: none"> • 4 lessons listed in APS guiding document Classroom Activities (not lab) <ul style="list-style-type: none"> • Enhanced Scope and Sequence – We Need Plants! |
| Cultural Awareness | |

| Resources | |
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| Read Alouds | <p>Gifted Literature – <i>Annie and the Old One, Songs from the Loom, Seven Wonders of Sassafras Springs</i> Paul Goble books, <i>Doctor Coyote, A Native American Aesop's Fables</i> Eastern Woodlands American Indians-<i>Pocahontas, Princess of the New World, The True Story of Pocahontas, Sootface: an Ojibwa Cinderella, Rough-Faced Girl, The First Strawberries : a Cherokee story, When the Corn is Red.</i> Great Plains Indians: <i>The Gift of the Sacred Dog, The Great Race of the Birds and Animals, Legend of Indian Paintbrush, Iktomi and the Coyote, Iktomi and the Boulder, How Chipmunk got his Stripes : a tale of bragging and teasing;</i> Southwest Indians: <i>Baby Rattlesnake, Arrow to the Sun, Pueblo Storyteller;</i> Scarcity: <i>Pancakes for Breakfast, Alexander, who used to be rich last Sunday/Alexander, que era rico el domingo pasado,</i> Barter: <i>Saturday sancocho /El sancocho del sábado: Estela's swap</i> <i>Pig and Crow, The Scarecrow's Hat;</i> Plants: <i>Curious George plants a seed /Jorge el curioso siembra una semill, Seeds, stems, and stamens : the ways plants fit into their world , Investigating how flowers grow, Plantzilla</i></p> |

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| Movies | United Streaming: Reading Rainbow Indian Paintbrush Economics Videos in the Library Brainpop Clips for various tribes |
| Guided Reading | Lift the Sky Up (14) Green Thumbs (30) A Bicycle for Rosaura (28) The Ice-Cream Factory (18) The Three Little Pigs (16) Heather's Book (20) Stone Soup (18) The Legend of the Bluebonnet (34) The Reason for a Flower (30) The Popcorn Book (30) The Secret of the Seal (38) If You Lived with the Sioux Indians (40) |
| Websites | Rockingham Public Schools Website with resources |
| Other | Field Trips: American Indian Museum; Indian Powow Performance (If falling on a Saturday, suggest family outing) |

Quarterly Thematic Unit Planner

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|----------------------|--|
| Theme | Pattern Makers and Pattern Breakers |
| Quarter | 3 rd |
| Big Questions | What are patterns? How do patterns guide our lives? How are patterns started, changed, and ended? |
| Topics | Weather, Influential Americans |
| SOLs | <p><u>WEATHER – 6 WEEKS</u></p> <p>2.6 The student will investigate and understand basic types, changes, and patterns of weather. Key concepts include</p> <ul style="list-style-type: none"> a) identification of common storms and other weather phenomena; b) the uses and importance of measuring, recording, and interpreting weather data; and c) the uses and importance of tracking weather data over time. <p>2.7 The student will investigate and understand that weather and seasonal changes affect plants, animals, and their surroundings. Key concepts include:</p> <ul style="list-style-type: none"> a) effects of weather and seasonal changes on the growth and behavior of living things; and b) weathering and erosion of land surface. <p><u>INFLUENTIAL AMERICANS – 9 WEEKS</u></p> <p>2.11 The student will identify George Washington, Abraham Lincoln, Susan B. Anthony, Helen Keller, Jackie Robinson, and Martin Luther King, Jr., as Americans whose contributions improved the lives of other Americans.</p> <p><u>READING</u></p> <p>2.7 The student will use language structure to expand vocabulary when reading.</p> <ul style="list-style-type: none"> d) Discuss meanings of words and develop vocabulary by listening and reading a variety of texts. e) Use vocabulary from other content areas. <p>2.8 The student will read and demonstrate comprehension of fiction texts</p> |

- b) Relate previous experiences to the main idea.
- d) Locate information to answer questions.
- e) Describe characters, setting, and important events in fiction and poetry.
- f) Identify the problem, solution, and main idea.
- h) Summarize stories and events with beginning, middle and end in the correct sequence

2.9 The student will read and demonstrate comprehension of nonfiction texts

- a) Preview the selection using text features
- b) Make and confirm predictions about the main idea
- c) Use prior and background knowledge as context for new learning
- d) Set purpose for reading
- e) Ask and answer questions about what is read
- f) Locate information to answer questions

2.10 The student will demonstrate comprehension of information in reference materials.

- a) Use table of contents
- b) Use pictures, captions and charts.
- c) Use dictionaries, glossaries and indices.
- d) Use online resources

WRITING

2.12 The student will write stories, letters, and simple explanations.

- a) Generate ideas before writing
- b) Organize writing to include a beginning, middle and end for narrative and expository writing.
- c) Expand writing to include descriptive detail
- d) Revise writing for clarity

2.13 The student will edit writing for correct grammar, capitalization, punctuation, and spelling.

- d) Use singular and plural nouns and pronouns.
- e) Use apostrophes in contractions, including *don't*, *isn't*, and *can't*.
- h) Use correct spelling for high-frequency sight words, including compound words and regular plurals.

2.14 The student will use available technology for reading and writing.

| 3 rd Quarter | | | | | | | | |
|-------------------------|--|---|---|---|---|--|--|---------------|
| Week | Content* | Science Lab | Math | Reading SOLs | StoryTown | Writing SOLs | Writing | Growing Words |
| 1 | Types of Weather | BP video on Weather Illustrate 4 types of weather. | Unit 13 Fractions | <u>Fiction</u> 2.8j* Read with fluency | Theme 3 Fiction and Non Fction | <u>Usage and Mechanics</u> 2.13j Use verbs and adjectives correctly in sentences | Leonardo da Vinci Writing (What Am I Weather Tool Poem and Ginevra Letter) | Open Week |
| 2 | Types of Weather | What makes rain? AIMS Pri. Earth pg 96 | Unit 13 Fractions and 7 Tables and Graphs | <u>Nonfiction</u> 2.9a Preview text features | Theme 4 Setting Read Ahead | | | -er/-or |
| 3 | Measuring and Recording Weather | Types of clouds. AIMS pg 129 | Unit 7 Tables and Graphs | 2.9h* Read with fluency | Theme 4 Setting Read Ahead | | | -er/-or |
| 4 | Measuring and Recording Weather | <u>Weather Sense</u> It's a Breeze. pgs 120-121 | Unit 7 Tables and Graphs | <u>Reference Materials</u> 2.10a Table of contents 2.10c Dictionaries, glossaries and indices <u>Vocabulary</u> 2.7b Prefixes and suffixes | Theme 4 Locate Information Answer Questions | | Influential American Selected Pieces | -er/-est |
| 5 | Weather/Seasonal Effects on Plants and Animals | Making wind spinners pg 111-114 | Unit 7 Tables and Graphs | | Theme 4 Locate Information Answer Questions | | | -er/-est |
| 6 | Weather/Seasonal Effects on Plants and Animals | Vocabulary review and why animals migrate. | Unit 8 Diagonals and Midpoints | | Theme 4 Read Ahead Answer Questions | | | mis- |
| 7 | Weather/Seasonal Effects on the Land | Dormancy in plants, why they sleep. | Unit 9 Subtracting 2-Digit Numbers | | Open Week | | | mis- |
| 8 | Weather Patterns | How weather travels across the US. | Unit 9 Subtracting 2-Digit Numbers | | Theme 5 Plot Use Story Structure | | Unit 5 Nonfiction | pre- |
| 9 | Weather Patterns | Culminating activity on weather TBD | Unit 9 Subtracting 2-Digit Numbers | | Theme 5 Plot Use Story Structure | | | pre- |
| 10 | Review of all Weather Standards | I Have Who Has Game on weather. | Unit 9 Subtracting 2-Digit Numbers | | Theme 5 Plot Use Story Structure | | | sub- |

*Influential Americans taught during Language Arts

**Unit 6 is being extended through third quarter (integrated in EDC and in remediation groups)

| Connections | |
|--------------------|---|
| Art | <p>Weather and Landscape. Cold weather Landscapes vs. Warm Weather Landscape</p> <p>Patterns used by artists. Calm and active Lines, Warm and cool Colors.</p> <p>Moods of Weather.. What mood or feeling is shown by colors or lines or value of Colors light and dark</p> <p>Influential People.....Portrait of a figure from a book by Kareem Abdul Jabar</p> <p>Ceramic abstract weather symbols. based on art from Aurther Dove</p> <p>Complete "Sticks with Symmetry" by painting background using one line of symmetry</p> |
| Music | |
| P.E. | <p>How weather effects sports in different regions. How it affects the athletes ability to perform. Done in Class.</p> <p>Leaders in Sports and contributions. Black history Bulletin board based athletes and sport contribution.</p> <p>*Body movement symmetry</p> |
| | |
| Library | <p>Elements of biography with influential Americans such as Jackie Robinson and Eleanor Roosevelt. Elements of historical fiction using Jackie Robinson, Abe Lincoln. Students will identify elements of biography in self-selected biography of influential people. Students will use Pebble Go biography database to understand more about these important people.</p> <p>PebbleGo Biographies on the IPAD/computer lab</p> <p>Additional 45 minute class to research biographies, non fiction text features</p> |
| Spanish | <p>Contributions by influential People in the unit reinforced in the Spanish classes.</p> <p>Continue reviewing parts of a sentence in Spanish.</p> <p>FLES is making connections to the Science curriculum.</p> |
| Science Lab | <p>We are looking at the different types of weather and how they affect nature and other living creatures.</p> <p>Vocabulary: seasons, temperature, precipitation, drought, migration, flood, and storms.</p> <p>AIMS Activities: What makes rain page 96 Atmosphere page 110 Cloudy Weather page 128</p> |
| Cultural Awareness | |

| Resources | |
|------------------|---|
| Read Alouds | <p>Gifted Literature – When the Wind Stops Lincoln at Last, Magic tree house (one copy) Crossing the Delaware, Magic tree house Breaking the Ice Dad Jackie and Me Abe Lincoln's Dream (all found in the Library one copy) Dora Sue to order a class sets.</p> |
| Movies | |
| Guided Reading | <p>George Washington Biography, Dad Jackie and Me, Martins's Big Words, George's wooden teeth, Young Abe, Susan B. Anthony Biorgraphies, Thundercake, Inside a Hurricane, The Cloud Book</p> |
| Websites | <p>Pebble Go (weather section),</p> |
| Gifted | |
| Other | <p>Project Clarion: Differentiated Gifted Science Curriculum – Weather Reporter</p> <p>Field Trips: National Portrait Gallery National Gallery of Art</p> |

Quarterly Thematic Unit Planner

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|----------------------|---|
| Theme | Cycles and Structures |
| Quarter | 4 th |
| Big Questions | What is a cycle? What is a structure? How do cycles and structures affect our lives? |
| Topics | Economics, Life Cycles, Plant Resources |
| SOLs | <p><u>ANCIENT EGYPT – 3 WEEKS</u></p> <p>2.1 The student will explain how the contributions of ancient China and Egypt have influenced the present world in terms of architecture, inventions, the calendar, and written language.</p> <p>2.4 The student will develop map skills by</p> <ul style="list-style-type: none"> a) locating China and Egypt on world maps; c) comparing the climate, land, and plant life of these regions; d) describing how people in these regions adapt to their environment. <p><u>ANCIENT CHINA – 3 WEEKS</u></p> <p>2.1 The student will explain how the contributions of ancient China and Egypt have influenced the present world in terms of architecture, inventions, the calendar, and written language.</p> <p><u>LIFE CYCLES – 4 WEEKS</u></p> <p>2.4 The student will investigate and understand that plants and animals undergo a series of orderly changes as they mature and grow. Key concepts include</p> <ul style="list-style-type: none"> a) animal life cycles; and b) plant life cycles. <p>2.5 The student will investigate and understand that living things are part of a system. Key concepts include</p> <ul style="list-style-type: none"> a) living organisms are interdependent with their living and nonliving surroundings; b) an animal's habitat includes adequate food, water, shelter or cover, and space; c) habitats change over time due to many influences; and d) fossils provide information about living systems that were on Earth years ago. |

READING

- 2.6** The student will use language structure to expand vocabulary when reading.
a) Use knowledge of prefixes and suffixes.
- 2.8** The student will read and demonstrate comprehension of fiction and nonfiction.
a) Ask and answer questions about what is read.
b) Locate information to answer questions.
- 2.9** The student will demonstrate comprehension of information in reference materials.
c) Use dictionaries and indices.

WRITING

- 2.10** The student will maintain manuscript and begin to make the transition to cursive.
- 2.11** The student will write stories, letters, and simple explanations.
c) Revise writing for clarity.
d) Use available technology.
- 2.12** The student will edit writing for correct grammar, capitalization, punctuation, and spelling.
c) Capitalize all proper nouns and the word *I*.
c) Use correct spelling for high-frequency sight words, including compound words and regular plurals.

| 4 th Quarter | | | | | | | | |
|-------------------------|---------------|-------------|--------------------------------------|--|--|--|------------------------|---------------|
| Week | Content | Science Lab | Math | Reading SOLs | StoryTown | Writing SOLs | Writing | Growing Words |
| 1 | Ancient Egypt | | Unit 9 Subtraction | <u>Fiction</u> 2.8i Draw conclusions | Open Week | <u>Usage and Mechanics</u> 2.13e Apostrophes | Unit 5 Letter Writing | -less |
| 2 | Ancient Egypt | | Unit 9 Subtraction | | Theme 5 Use Graphic Aids Summarize | | Unit 5 Letter Writing | -less |
| 3 | Ancient Egypt | | Unit 14 Measurement | 2.8j* Read with fluency | Theme 5 Use Story Structure Summarize | 2.13f Contractions and possessives | Unit 5 Letter Writing | -ful |
| 4 | Ancient China | | Unit 11 3 Digit Addition | <u>Nonfiction</u> 2.9d Locate information | Theme 5 Use Story Structure Summarize | | Open week | -ful |
| 5 | Ancient China | | Unit 11 3 Digit Addition | | Theme 5 Use Story Structure Summarize | 2.13h Correct spelling for sight words, compound words, plurals | Unit 6 Poems and Words | -ness |
| 6 | Ancient China | | Unit 11 3 Digit Addition | 2.9h* Read with fluency | Theme 5 Use Story Structure Summarize | | Unit 6 Poems and Words | -ness |
| 7 | Life Cycles | | Unit 13 Multiplication and Fractions | <u>Vocabulary</u> 2.7a Homophones | Theme 6 Make Inferences Reread | 2.13i Commas in salutation and closing of letters | Unit 6 Poems and Words | non- |
| 8 | Life Cycles | | EOY TEST WINDOW/FF | | Theme 6 Make Inferences Reread | | Open week | non- |
| 9 | Life Cycles | | Unit 13 Multiplication and Fractions | 2.7c Antonyms and synonyms | Theme 6 Graphic Organizers Reread | 2.11 Cursive | Unit 7 Revisiting | Review |
| 10 | Life Cycles | | Unit 13 Multiplication and Fractions | <u>Reference Materials</u> 2.10b Pictures, captions and charts | Theme 6 Graphic Organizers Reread | | Unit 7 Revisiting | Review |
| 11 | Open Week | | Open Week | 2.10d | Theme 6 Graphic Organizers Reread | | Open week | Review |

| Connections | |
|--------------------|---|
| Art | Ancient Egyptians were the first to domesticate cats. Paint a pet or my favorite animal using Ancient Egyptian art as an inspiration. Stamp geometric or organic shapes around the frame with metallic paint. In honor of Asian Heritage Month Asian Landscapes in chalk with foreground middle ground and background using Ancient Chinese exemplars. Farm to Table observe a fruit or vegetable native to Virginia local and in season draw it and form it from model magic. Create a plant pocket using plants from the garden to press into clay. Clay bowls using scraffito. Students will collaborate to create a landscape mural related to cycles: one for each season. |
| Music | |
| P.E. | Students will locate China and Egypt on a map and compare climate and environment with our region. 2.1 Students will demonstrate moving to a rhythm by combining locomotor and non-locomotor skills to perform basic educational folk and creative dance sequences. Students will demonstrate a Chinese Ribbon Dance using ribbons and streamers. Students will discuss cycles and learn about life cycles by demonstrating The Caterpillar Song. Asian Pacific Heritage through movement songs and activities. |
| Library | Read alouds: ancient Egypt life: <i>The Mummy Heb-Nefert</i> ; <i>Croco'nile</i> , (Egyptian contributions: writing, architecture), ancient China and Great Wall: <i>The Seven Chinese Brothers</i> ; <i>The Legend of the Li River</i> , China and written language, <i>The Pet Dragon</i> . We will hopefully time our China unit to Asian Pacific heritage month but we will review during May by looking at Asian poetic forms. Study life cycles using cicada book, how to search in different parts of library lesson. Librarian will pull cart of Ancient Egypt books and Ancient China books. Students will commit to summer reading with our summer reading contest and kick off by public librarians' visit. |
| Spanish | 2.1 & 2.4 Students will learn: a. to locate China and Egypt on world maps, b. compare the climate and land of these regions, c. describe how Chinese and Egyptians have adapted to their environment. and d. contributions of ancient China and Egypt and how these contributions have influenced the present world, especially in the architecture, inventions, the calendar, and written language. |
| Science Lab | 2.4 Life Cycles of living things. Students will discover that living things have different stages they go through. Students will compare the life cycles of several types of living things and be able to recreate each part of individual life cycles. Students will observe the growth patterns of plants and animals and record the different stages of each. |
| Cultural Awareness | Linking into Ancient Egypt/China |

| Resources | |
|-----------------------|--|
| Read Alouds | Gifted Literature: Frindle, Dream Stealer, Bill and Pete Go Down the Nile |
| Movies | Brainpop: Ancient Egypt, Various United Streaming, Reading Rainbow Egypt, VHS Discovery Education Ancient Egypt , Magic School Bus: Ancient Egypt |
| Guided Reading | Gifted: Frindle, Magic Tree House: Mummies in the Morning, Magic School Bus: Ancient Egypt |
| Websites | Nile River on Chiddingstone.kent.sch.uk, Rockingham PS Website with resources, SmartExchange lessons |
| Other | Project Clarion: Differentiated Gifted Science Curriculum – Budding Botanist, Project M2: Measurement , History Alive Ancient Egypt and China Transparencies, Letter Writing: Ginevra Letter and Great Mail Race |

Attachment G – Example of Thematic Unit Plans (Grade 5)

**Middleburg Charter School
Thematic Unit Planner
Leonardo Da Vinci Project Model**

Provided by Barcroft School Arlington, Va

Grade: Fifth Grade

Teachers:

Yearly Theme: Systems

| Quarter | Theme | Topics |
|-----------------------|----------------------------------|---|
| 1st | Systems | Organisms and Cells, Old and New Stone Ages, The Fertile Crescent |
| 2nd | Rock and Roll | Earth's Surface, Rocks, Early Egypt, Early China |
| 3rd | Traveling Through Time and Space | Oceans, Sound, Light, Ancient Greece, Ancient Rome |
| 4th | Changing States | Sound, Light (Continued) Matter, 4 th Grade Science Review, Mesoamerica, Early Middle Ages |

Quarterly Thematic Unit Planner

| | |
|----------------------|--|
| Theme | Systems |
| Quarter | 1 st |
| Big Questions | What is a system? Why are systems important? How and why do systems function and adapt? |
| Topics | Scientific Method, Organisms and Cells, Old and New Stone Ages, The Fertile Crescent |
| SOLs | <p><u>SCIENTIFIC METHOD – SCIENCE LAB and CLASSROOM ALL YEAR</u></p> <p>5.1 The student will plan and conduct investigations in which</p> <ul style="list-style-type: none"> a) rocks, minerals, and organisms are identified using a classification key; b) estimations of length, mass, and volume are made; c) appropriate instruments are selected and used for making quantitative observations of length, mass, volume, & elapsed time; d) accurate measurements are made using basic tools (thermometer, meter stick, balance, graduated cylinder); e) data are collected, recorded, and reported using the appropriate graphical representation (graphs, charts, diagrams); f) predictions are made using patterns, and simple graphical data are extrapolated; g) manipulated and responding variables are identified; and h) an understanding of the nature of science is developed and reinforced. <p><u>ORGANISMS AND CELLS – 2 WEEKS</u></p> <p>5.5 The student will investigate and understand that organisms are made of cells and have distinguishing characteristics. Key concepts include</p> <ul style="list-style-type: none"> a) basic cell structures and functions; b) kingdoms of living things; c) vascular and nonvascular plants; and d) vertebrates and invertebrates. <p><u>OLD AND NEW STONE AGES – 2 WEEKS</u></p> <p>Effects of geography on location, development, and activities Effects of the people, places and events Economic systems Political systems</p> |

Geography of the Ice Age
Hunters/gatherer clans
Archeological findings

THE FERTILE CRESCENT – 2 WEEKS

Effects of geography on location, development, and activities
Effects of the people, places and events
Economic systems
Political systems
Religious codes
Forms of writing
Farming and irrigation methods
Development of barter systems

READING

- 5.4 The student will read **fiction** and **nonfiction** with fluency and accuracy.
- a) Use context to clarify meaning of unfamiliar words.
 - b) Use knowledge of root words, prefixes, and suffixes.
 - c) Use dictionary, glossary, thesaurus, and other word-reference materials.
- 5.5 The student will read and demonstrate comprehension of **fiction**.
- a) Describe the relationship between text and previously read materials.

WRITING

- 5.8 The student will write for a variety of purposes: to describe, to inform, to entertain, and to explain.
- a) Choose planning strategies for various writing purposes.
 - b) Organize information.
 - c) Demonstrate awareness of intended audience.
 - g) Use available technology to access information.
- 5.9 The student will edit writing for correct grammar, capitalization, spelling, punctuation, and sentence structure.
- a) Use plural possessives.
 - d) Use apostrophes in contractions and possessives.
 - g) Use a hyphen to divide words at the end of a line.

| 1 st Quarter | | | | | | | | | |
|-------------------------|-----------------------|---|--|--------------------------------|---|--------------------------|----------------------------|--------------------------|--------------------|
| Week | Content | Science Lab | SEA Lab | Math | StoryTown | Reading SOLs | Writing | Writing SOLs | Growing Words |
| 1 | Leonardo da Vinci | AIMS Scientific Investigation: Focus on Scopes | Intro to Leonardo the Architect and Engineer | BOY EDC | Open Week | Open Week | Unit 1 Writing Community | 5.8a Planning strategies | un- |
| 2 | Old and New Stone Age | AIMS Scientific Investigation: Onion Rings | | Unit 1 Multiplication Division | Theme 1 Conflict & Resolution Use Story Structure | 5.4b Word parts | Unit 1 Writing Community | 5.8b Organization | re- |
| 3 | Old and New Stone Age | | Design Bridge project | Unit 1 Multiplication Division | Theme 1 Conflict & Resolution Use Story Structure | 5.4b Word parts | Unit 1 Writing Community | 5.8c Audience | dis- |
| 4 | Fertile Crescent | Onion and celery cell examination (p. 58) ????? | Test load | Unit 1 Multiplication Division | Theme 1 Character Motives Reread | 5.4a Use context | Unit 2 The Writing Process | 5.9a Possessives | in-, il-, im-, ir- |
| 5 | Fertile Crescent | Compare animal and plant cell slides (p. 58-65) ????? | | Unit 2 Perimeter and Area | Theme 1 Character Motives Reread | 5.4a Use context | Unit 2 The Writing Process | 5.9d Apostrophes | -ly |
| 6 | Cells | p. 32 ????? | | Unit 2 Perimeter and Area | Theme 1 Use Story Structure Reread | 5.4c Reference materials | Unit 2 The Writing Process | 5.9g Hyphens | sens, sent |

| | | | | | | | | | |
|---|----------------|--|---|---------------------------------------|-----------------------------|--------------------------|--------------------|--|--------|
| 7 | Cells | AIMS Scientific Investigation: Animal Antics | | Unit 3 Add. & Sub whole #s & decimals | Open Week | 5.4c Reference materials | Personal Narrative | | tele |
| 8 | Classification | Build backbones | Designing a city: The 5 classifications of structures | Unit 3 Add. & Sub whole #s & decimals | Theme 2 Theme Ask Questions | 5.5a Connections | Personal Narrative | | man(u) |
| 9 | Classification | Candy classification | Designing a city | End of Quarter | Theme 2 Theme Ask Questions | 5.5a Connections | Personal Narrative | | Review |

| Connections | |
|-------------|---|
| Art | <p>Students will express ideas through artistic choices of subject matter for art book cover.</p> <p>Stone Age: After a virtual tour of a cave using technology students will work collaboratively on a cave painting. Using sticks, stones and objects found in nature with a limited palette of colors: red, yellow and black.</p> <p>Fertile Crescent: Nature studies of landscapes</p> <p>Cells and Classification: Careful observation and recording of plants in da Vinci garden, zooming in drawing close in magnified form like a magnified class</p> <p>Mesoamerican figure carved in clay, painted in metallic colors, glued to base and decorated with stones.</p> |
| Music | <p>Musical notation as a system – compositions, students creating short melodies using keyboard labs, pitched and non-pitched instrument systems (preview: Olympic fanfare and tympani), National Anthem</p> <p>Examining/imagining Stone Age style music and instruments (continue with the other ancient civilizations throughout the year)</p> |
| P.E. | <p>Olympics systems (countries gathering, events, logistics, traditional and non-traditional events, imagine a Stone Age Olympics, current events as life necessities in the Stone Age)</p> <p>Body systems – muscular, circulatory, skeletal, respiratory – functioning together to keep us healthy (throughout school year), creating body outlines with body systems</p> <p>Math connections: include discussion of perimeter and area in sporting events and activities, use of decimals in Olympic sporting events</p> |
| Library | <p>Stone Age: internet field trip to the caves of Lascaux (art/library collaboration)</p> <p>Math connections: Dewey decimal system</p> |
| Spanish | <p>Mesoamerica (1st and second quarter): geographical regions, hunters and gatherers, archaeological findings (including writing in Spanish for a variety of purposes)</p> |
| Science Lab | <p>Scientific Investigations: AIMS lessons focused on scientific process, cells, classification – options below, specific lessons to be added to the weekly pacing</p> |

| | |
|--------------------|--|
| | <ul style="list-style-type: none"> • Scientific Investigation: Focus on Scopes • Cells: Onion Rings • Vascular/Nonvascular Plants: Water Passages, Down Under, Herb and Woody, Flower Study • Classification: A Question of Kingdoms, Dead Centers, Blood Cells, Micro-dairy, Dropping in on Protozoa, Moving in on Protozoa, A Pretty Rotten Time |
| SEA Lab | Building Bridges: building bridges using three bridge styles (beam, arch, suspension) then test out strength AIMS Lessons??? Math connection – include application of perimeter, area and decimals in bridge building |
| Math Connections | |
| Cultural Awareness | |

| Resources | |
|-------------------|--|
| Read Alouds | <i>A Weekend with Leonardo</i> – includes selection on cave connection <i>Neo Leo</i> |
| Movies | <i>Neo Leo</i> |
| Guided Reading | Reading A to Z selections MTH Sunset of the Sabre Tooth (#7) |
| Websites | Caves of Lascaux |
| Gifted Literature | Art Fertile Crescent project – SCAMPER, Scranimals Focus on analogies and visualization |
| Other | |

Quarterly Thematic Unit Planner

| | |
|----------------------|--|
| Theme | Rock and Roll |
| Quarter | 2 nd |
| Big Questions | How does the geography of the earth affect its inhabitants? How does the earth change over time? |
| Topics | Earth's Surface, Rocks, Ancient Egypt, Ancient China |
| SOLs | <p><u>EARTH'S SURFACE and ROCKS– 6 WEEKS</u></p> <p>5.1 The student will plan and conduct investigations in which rocks, minerals, and organisms are identified using a classification key.</p> <p>5.7 The student will investigate and understand how the Earth's surface is constantly changing. Key concepts include</p> <ul style="list-style-type: none"> a) the rock cycle including identification of rock types; b) Earth history and fossil evidence; c) the basic structure of the Earth's interior; d) plate tectonics (earthquakes and volcanoes); e) weathering and erosion; and f) human impact. <p><u>EARLY EGYPT / EARLY CHINA – 2 WEEKS</u></p> <p>Achievements of Egypt, Nubia, and the kingdom of Kush Effect of Nile River on development of Egypt Great pharaohs and their beliefs Trade and conquest Development of dynasties Civil service Silk road Technological innovations</p> |

READING

5.6 *The student will read and demonstrate comprehension of **nonfiction**.*

- a) Use text organizers, such as type, headings, and graphics, to predict and categorize information.*
- b) Identify structural patterns found in nonfiction.*
- c) Locate information to support opinions, predictions, and conclusions.*
- d) Identify cause-and-effect relationships.*
- e) Identify compare-and-contrast relationships.*
- f) Skim materials to develop a general overview of content and to locate specific information.*
- g) Identify new information gained from reading*

Research

5.9

- a) Construct questions about a topic*
- b) Collect information from multiple resources including online, print, and media*
- c) Use technology as a tool to research, organize, evaluate, and communicate information*
- d) Organize information presented on charts, maps, and graphs*
- e) Develop notes that include important concepts, summaries, and identification of information sources*
- f) Give credit to sources used in research*
- g) Define the meaning and consequences of plagiarism*

WRITING

5.7 *The student will write for a variety of purposes: to describe, to inform, to entertain, and to explain.*

- b) Use precise and descriptive vocabulary to create tone and voice.*
- c) Vary sentence structure.*
- g) Use available technology to access information.*

5.8 *The student will edit writing for correct grammar, capitalization, spelling, punctuation, and sentence structure.*

- b) Use adjective and adverb comparisons.*
- c) Identify and use interjections.*
- d) Use commas to indicate interrupters and in the salutation and closing of a letter.*

| 2 nd Quarter | | | | | | | |
|-------------------------|------------------------|---|---|---|---|--|---------------|
| Week | Content | Math | StoryTown | Reading SOLs | Writing SOLs | Research SOLs | Growing Words |
| 1 | Earth's Surface | Unit 3 Add. & Sub of whole numbers & decimals | Theme 3 Cause and Effect Use Graphic Organizers | 5.6 <i>Non-Fiction</i> 5.6a <i>Use text organizers</i> | 5.7 a Identify audience 5.7b Prewriting strategies | 5.9a <i>Construct Questions</i> 5.9b <i>Collect Information</i> | mand, mend |
| 2 | Earth's Surface | Unit 3 Add. & Sub of whole numbers & decimals | Theme 3 Cause and Effect Use Graphic Organizers | 5.6b <i>Prior knowledge</i> 5.6c <i>Skim materials</i> | 5.7c Organize information 5.7d Topic sentence | 5.9c <i>Use Technology</i> | photo |
| 3 | Earth's Surface | Unit 3 Add. & Sub of whole numbers & decimals | Theme 3 Cause and Effect Use Graphic Organizers | 5.6d <i>Identify main idea</i> 5.6e <i>Summarize details</i> | 5.7e Multi-paragraph composition 5.7f Descriptive vocab, tone, voice | 5.9d <i>Organize information</i> 5.9e <i>Develop notes</i> | luc |
| 4 | Rock Cycle | Unit 4 Circles, Polygons, Angles | Theme 6 Summarize/Paraphrase Read Ahead | 5.6f <i>Identify structural Patterns</i> | 5.7g Transition Words | 5.9f <i>Give credit to sources</i> | path |
| 5 | Rock Cycle | Unit 4 Circles, Polygons, Angles | Theme 6 Summarize/Paraphrase Read Ahead | 5.6g <i>Locate information</i> | 5.7h Revise | 5.9g <i>Define plagiarism</i> | bene |
| 6 | Mesoamerica | Unit 5 Addition and Sub. with Fractions | Theme 6 Fact and Opinion Summarize | 5.6h <i>Identify Cause and effect</i> | 5.7i Include supporting details | | phon |
| 7 | Ancient China/Egypt | Unit 5 Addition and Sub. with Fractions | Theme 6 Fact and Opinion Summarize | 5.6I <i>Fact vs. Opinion</i> 5.6j <i>Relationships</i> | Being a writer: Expository Nonfiction | | omni |
| 8 | Ancient China/Egypt | Unit 5 Addition and Sub. with Fractions | Theme 6 Read Ahead Summarize | 5.6k <i>Identify new information</i> | | | jur, jus |
| 9 | Review/ Assessment | Mid-year Assessment | Theme 6 Read Ahead Summarize | | | | Review |

| Connections | |
|--------------------|--|
| Art | Mesoamericans influenced Dias de Los Muertos. Students will observe and record skeletal system using Model Magic, decorate skeleton to create cabaleras inside a retablos box constructed from paper. Ancient Chinese paper and Ancient Greek literature combined in a 3-D folded book that incorporates the art element of texture. |
| Music | Types of instruments being used(visuals, auditory), Dance of Culture, |
| P.E. | Compare and contrast movement (dances) in different Cultures (work in progress) |
| Library | Research Lessons, appropriate on-line resources, informational research, new geology section |
| Spanish | FLS Mesoamerica (1st and second quarter): geographical regions, hunters and gatherers, archaeological findings (including writing in Spanish for a variety of purposes) focusing on Mayans, Aztecs, and Olmecs FLES Support of Content vocabulary |
| Science Lab | Scientific Investigations: AIMS lessons focused on scientific process. Under Earth Science tri grouping rocks, Cool Crystals. Other topics needed to be covered by hands on experiments: Erosion, Weathering (physical/chemical), Reinforce Scientific Method and how to create an experiment |
| SEA Lab | Designing a City tied in with classification of five kingdoms Recreate the different types of faults through hands on experiments More to come from Frank! Ideas (great wall, pyramid) |
| Cultural Awareness | |

| Resources | |
|-------------|--|
| Read Alouds | <u>Pompeii, Buried Alive, Magic Tree House Earthquake in the Early Morning, Magic Tree House, Vacation Under the Volcano, The Magic School Bus Blows its Top</u> Ancient Aztec: Gerald McDermott's gorgeous <i>Musicians of the Sun</i> Ancient Mayan: <i>Blue Frog, The Legend of Chocolate, Song of the Chirmimia, Rain Player</i> Ancient Egypt: <i>Tutankhamen's Gift</i> |

| | |
|-------------------|---|
| Movies | Unitedstreaming: weathering and erosion (20 min.) |
| Guided Reading | Mummies, Tombs, and Treasures (50) The Secret of the Sacred Scarab (A Place in the Sun (44) Time cat The Golden Goblet (50) Time for Kids Volcanoes (28) Time for Kids Earthquakes (24) Time for Kids Our Earth (28) Let's Go Rock Collecting (38) |
| Websites | http://www.kidspast.com/world-history/0272-mesoamerican-cultures.php |
| Gifted Literature | Art Fertile Crescent project – SCAMPER, Scranimals Focus on analogies and visualization – support available from Katie |
| Other | Each Homeroom teacher and Science Lab Teacher will trial one of the four text books up for adoption and complete a rubric. |

Quarterly Thematic Unit Planner

| | |
|----------------------|--|
| Theme | Traveling through Time and Space |
| Quarter | 3 rd |
| Big Questions | How do sound and light behave? How do ancient civilizations influence us today? |
| Topics | Oceans, Sound, Light, Ancient Greece, Ancient Rome |
| | <p><u>OCEANS – 3 WEEKS</u></p> <p>5.6 The student will investigate and understand characteristics of the ocean environment. Key concepts include</p> <ul style="list-style-type: none"> a) geological characteristics (continental shelf, slope, rise); b) physical characteristics (depth, salinity, major currents); and c) biological characteristics (ecosystems). <p><u>SOUND – 1 WEEKS</u></p> <p>5.2 The student will investigate and understand how sound is transmitted and used as a means of communication. Key concepts include</p> <ul style="list-style-type: none"> a) frequency, waves, wavelength, vibration; b) the ability of different media (solids, liquids, and gases) to transmit sound; and c) uses and applications (voice, sonar, animal sounds, and musical instruments). <p><u>LIGHT – 2 WEEKS</u></p> <p>5.3 The student will investigate and understand basic characteristics of visible light and how it behaves. Key concepts include</p> <ul style="list-style-type: none"> a) the visible spectrum and light waves; b) refraction of light through water and prisms; c) reflection of light from reflective surfaces (mirrors); d) opaque, transparent, and translucent; and e) historical contributions in understanding light. <p><u>ANCIENT GREECE – 1 WEEKS</u></p> <p>5.1 Geography: understand the effects of geography on location, development and activities of ancient Greece</p> <p>5.2 History: Analyze the effects of the people and events in ancient Greece</p> <p>5.3 Economics: Define the economic systems in ancient Greece</p> <p>5.4 Civics: Identify the political systems in ancient Greece</p> |

ANCIENT ROME – 1 WEEKS

5.1 Geography: Understand the effects of geography on the location, development, and activities of ancient Rome

5.2 History: Analyze the effects of the people, places and events in ancient Rome

5.3 Economics: Define the economic systems of Rome

5.4 Civics: Identify the political systems in Ancient Rome

READING

5.6 The student will read and demonstrate comprehension of **nonfiction**.

- g) Use text organizers, such as type, headings, and graphics, to predict and categorize information.
- h) Identify structural patterns found in nonfiction.
- i) Locate information to support opinions, predictions, and conclusions.
- j) Identify cause-and-effect relationships.
- k) Identify compare-and-contrast relationships.
- l) Skim materials to develop a general overview of content and to locate specific information.
- m) Identify new information gained from reading.

WRITING

5.8 The student will write for a variety of purposes: to describe, to inform, to entertain, and to explain.

- e) Revise writing for clarity.
- f) Use available technology to access information.

5.9 The student will edit writing for correct grammar, capitalization, spelling, punctuation, and sentence structure.

- e) Use quotation marks with dialogue.
- g) Edit for clausal fragments, run-on sentences, and excessive coordination.

| 3 rd Quarter | | | | | | | | | |
|-------------------------|----------------|---|---------|--|---|--|---|-----------------------------|--------------|
| Week | Content | Science Lab | SEA Lab | Math | Reading SOLs | StoryTown | Writing SOLs | Writing Being a Writer | G. Words |
| 1 | Ancient Greece | Page numbers are from the AIMS Binder BP video on Light. Activity pg 75 | | Unit 5 Additon and Sub. with Fractions | 5.5b Character development | Sequence Use Graphic Organizers | 5.8a Plural possessives 5.8b Adjectives and adverbs 5.8c interjections 5.8d apostrophes 5.8e Quotation marks 5.8f Use commas 5.8g Hyphens 5.8h Edit run-on sentences 5.8i Eliminate double negatives 5.8j Conjunctions 5.7a Identify intended audience 5.7i Include supporting details that elaborate main idea 5.9c Use technology as a tool to research, orgznize, | ESOL/HILT Writing Prompt | Open Week |
| 2 | Ancient Greece | “What’s Blocking the Light” pg 87 -89. | | Unit 5 Additon and Sub. with Fractions | 5.5b Character development | Sequence Use Graphic Organizers | | Persuasive | log |
| 3 | Ancient Rome | ROY G BIV pgs 94-98 | | Unit 5 Additon and Sub. with Fractions | 5.5b Character development | Ask Questions Use Graphic Organizers | | Persuasive | log(y) |
| 4 | Oceans | Continuatio n of week 3 | | Unit 6 Volume, Weight, Capacity | 5.5c Plot development and conflict | Open Week | | Persuasive | logy |
| 5 | Oceans | Light Rays Slow Down pgs 106-110 | | Unit 6 Volume, Weight, Capacity | 5.5c Plot development and conflict | Compare and Contrast Self-Correct | | Persuasive | Review |
| 6 | Oceans | Sound is Vibration pgs 13-14 | | Unit 6 Volume, Weight, Capacity | 5.5c Plot development and conflict | Compare and Contrast Self-Correct | | Writing for the SOL | gen |
| 7 | Light | Click, Click, Who’s There pg 56 along with a real echolocation game with film canisters. | | Unit 7 Multi and Div Whole Numbers and Decimals | 5.5e Author’s choices | Cause and Effect Use Graphic Organizers | | Writing for the SOL | qui(t) |
| 8 | Light | Culminating activity for the next 2 weeks to be determined by extra research on light and sound. | | Unit 7 Multi and Div Whole Numbers and Decimals | 5.5e Author’s choices | Cause and Effect Use Graphic Organizers | | Writing for the SOL | vac(u) |

| | | | | | | | | | |
|----|-----------------------|------------|--|--|-----------------------------|--------------|----------|------------------------|--------------------|
| 9 | Sound | See Week 8 | | Unit 7 Multi and Div Whole Numbers and Decimals | 5.5e Author's choices | Self-Correct | evaluate | Writing for the SOL | Review |
| 10 | Review/ Assessment | | | Assessment | Assessment | Assessment | | Writing for the SOL | aqu(a, i), hydr |

| Connections | |
|--------------------|---|
| Art | Students will analyze the art of Brice Marsden. An ocean color that is either: a hue, shade or tint will be mixed and painted for background. Sound & Light travel in waves. Students will create an abstract painting by mixing a variety of hues, tines and shades to paint lines in a work of art that demonstrates an understanding of overlapping. Ancient Greece and Rome = Clay red figure/black figure urns. Red clay urn shape painted with black glaze that is etched. |
| Music | |
| P.E. | |
| Library | New Media Literacy Skills for Reading SOL Exam 1. Identify Vocabulary of Media (content, audience, purpose, format, authorship) 2. Be able to evaluate a website |
| Spanish | Continue with Mayan Civilizations Beginning the Aztec Civilization Math – Geometry (area and perimeter and shapes) |
| Science Lab | |
| SEA Lab | Ocean: Build a boat -Can you make something that floats and keeps an object inside intact-Scuba diving Signals Light: Light refraction experiment with laser and fish tank full of water |
| Cultural Awareness | |

| Resources | |
|------------------|---|
| Read Alouds | Persuasive Writing/PowerPoint Presentations = Mondo “Should There be Zoos?” Rick Riordan <u>The Lightning Thief</u> <u>Myths</u> Time Warp Trio: <u>See You later Gladiator</u> Magic Tree House: <u>Dark Day in the Deep Sea</u> |
| Movies | |
| Guided Reading | A-Z Readers on Ocean Topics |
| Websites | http://www.mos.org/oceans/planet/index/.html (ocean website) |

| | |
|--------|---|
| | http://www.engineeringinteract.org/resources/oceanodyssey.htm (sound website) |
| Gifted | Current Event PowerPoint = Radell Trifold compare and contrast county reports of Italy and Greece = Radell |
| Other | |

Quarterly Thematic Unit Planner

| | |
|----------------------|--|
| Theme | Changing States |
| Quarter | 4 th |
| Big Questions | How does change in matter affect the lives of people and their surroundings? How do civilizations change? |
| Topics | Matter, 4 th Grade Science Review, Mesoamerica, Early Middle Ages |
| SOLs | <p><u>SOUND – 1 WEEKS</u> 5.2 The student will investigate and understand how sound is transmitted and is used as a means of communication. Key concepts include d) frequency, waves, wavelength, vibration; e) the ability of different media (solids, liquids, and gases) to transmit sound; and f) uses and applications (voice, sonar, animal sounds, and musical instruments).</p> <p><u>LIGHT – 1 WEEKS</u> 5.3 The student will investigate and understand basic characteristics of visible light and how it behaves. Key concepts include f) the visible spectrum and light waves; g) refraction of light through water and prisms; h) reflection of light from reflective surfaces (mirrors); i) opaque, transparent, and translucent; and j) historical contributions in understanding light.</p> <p><u>MATTER – 1.5 WEEKS</u> 5.4 The student will investigate and understand that matter is anything that has mass, takes up space, and occurs as a solid, liquid, or gas. Key concepts include a) atoms, elements, molecules, and compounds; b) mixtures including solutions; and c) the effect of heat on the states of matter.</p> <p><u>MESOAMERICA – 1 WEEK</u> Effect of geography Art, architecture and mythology Olmecs, Mayans, and Aztecs Organization and conquest</p> <p><u>EARLY MIDDLE AGES – 1 WEEK</u> Development of the feudal system Spread of Christianity Innovations and technology Magna Carta</p> |

4th Quarter

| Week | Content | Math | StoryTown | Reading SOLs | Writing | Writing SOLs | Growing Words |
|-------------|---------------------------------|---|--|--|--|---------------------|--------------------------------|
| 1 | Light & Sound | Unit 7 Multiplication & Division | Open Week | Practicing for Writing SOL | SOL's | Review all | |
| 2 | Light & Sound | Unit 7 Multiplication & Division | Measuring Up Express Novel's Studies | 5.5k Predictions 5.5e author's choice 5.5f points of view | Synonym Antonyms Word reference materials | | Un-re- pre-mis- dis |
| 3 | Light & Sound | Unit 7 Multiplication & Division | Measuring Up Express Novel's Studies | 5.5b character 5.5c Plot/conflict 5.5f inference | Context clues | | er-est-ly- y-ful-less |
| 4 | Matter | Unit 11 Ratio, Proportion and Percent | Measuring Up Express Theme 3 Drop of Water | 5.6gh main idea 5.5j cause & effect | Homophones | | Mono-bi- tri-poly- multi |
| 5 | Matter | Unit 11 Ratio, Proportion and Percent | Measuring Up Express Novel's Studies | 5.6a text organizers 5.6f structural patterns 5.6h cause & effect | Word Meanings for content Areas Poetry | | bio-geo- hydro- aqua |
| 6 | 4 th Grade Review | Unit 11 Ratio, Proportion and Percent | Measuring Up Express Novel's Studies | 5.6c locate info 5.6g opinion, predict 5.6j compare, contrast | Asian Heritage Month | | Vis/vid- dic-terr- therm |
| 7 | 4 th Grade Review | Unit 11 Ratio, Proportion and Percent | Measuring Up Express Novel's Studies | 5.6de main idea/details 5.6i fact/opinion | Asian Heritage Month | | graph- script- auto |
| 8 | SOL's | SOL's | SOL's | SOL's | Novel Projects | | SOL's |
| 9 | SOL's | SOL's | Novel's Studies | Novel's Studies | Novel Projects | | Review |
| 10 | Mesoamerica | Extended Lessons | DRA's | DRA's | Graduation Essays | | Review |
| 11 | Middle Ages | Negative Numbers Middle School Math Test | Open Week | Content Area Reading | Graduation Essays | | Review |
| 12 | Health Family Life | Negative Numbers | Open Week | Content Area Reading | Open Week | | Review |

| Connections | |
|--------------------|---|
| Art | Students will develop ideas for an Egyptian plaque by conducting research and doing 3 preliminary sketches. Student will roll clay slab to form a 3-D Egyptian Plaque in bas or high relief. Looking at Michelangelo's <i>David</i> , proportions of the face (Leonardo's <i>Vitruvian Man</i>) Students will form 3-D human busts. The students will describe the changes that occur in clay including plastic, leatherhard, greenware bisque and glazeware during the ceramic process. Changing states and plaster carving. Powder to liquid and then when dry to solid. Students will collaborate on a design and then produce a gargoyle that characterizes life in the Middle Ages. |
| Music | |
| P.E. | Matter, solid, liquid, gas: Students are "atoms" and move spread out in a large area (gas), in a medium sized area (liquid), and in a smaller area where they are closer together (solid). Asian Pacific Heritage through movement songs and activities. |
| Library | Schedule each 5 th grade class in for media literacy culminating task: website evaluation if possible. Asian poetic forms, ie haiku, will be available from the Poems in Your Pocket bulleting board. Students may watch a video about various Asian cultures and countries that will be looped on the closed circuit tv during the month of May. Students will have access to a cart of Asian Heritage pulled resources. Students will commit to summer reading with a kick off by public librarians' visit. |
| Spanish | Inca Empire and its contributions to modern societies in Latin America. Students will learn about their art, architecture and mythology and well as its organization and conquest Grammar: Conjugation of regular verbs ending in ar, er, and ir |
| Science Lab | 5.4 Matter Students will investigate what matter is and its properties. Students will understand that atoms, elements, molecules and compounds are made differently. Continue with mixtures, solutions, and compounds and their properties. Students will be able to determine whether something has been affected by a chemical or physical change and how to tell the difference. |
| | Technology:Re/Introduction of Scratch software (computer programming) 5 weeks. Beginners will learn computer programming language and software capabilities. Advance students will program games using weekly thematic unit as guiding requirement, will be introduced to MakeMakey hardware and Lego WeDo robotics. Introduction to Stop Motion animation software using the ipad, set design, writing scripts for clay animation movie for 4 weeks. Possible introduction to Rasberry Pi hardware and field trip to National Building museum in June for "City by design" program. |
| Cultural Awareness | |

| Resources | |
|-------------|---|
| Read Alouds | <u>The Door in The Wall</u> – Middle Ages; Middle Ages read-aloud, can be quick or long read: <i>Good Masters, Sweet Ladies, Voices from a Medieval Village</i> ; |
| Movies | Brain Pop – Light and Sound |

| | |
|----------------|---|
| Guided Reading | <u>Bridge to Terabithia</u> ; <u>How Tia Lola Came to Stay</u> ; <u>From the Mixed up Files of Mrs. Basil E. Frankweiler</u> ; <u>The Hobbit</u> ; <u>Tuck Everlasting</u> ; |
| Websites | |
| Other | |
| | |

Attachment H

Virginia Charter School Law Section 22.1-3

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