



**School Committee
Meeting Book**

**August 19, 2020
7:00 pm**

**Town Hall -100 Maple Avenue
Selectmen's Meeting Room**



SHREWSBURY PUBLIC SCHOOLS SCHOOL COMMITTEE MEETING

AGENDA

August 19, 2020 7:00pm
Town Hall—Selectmen's Meeting Room
100 Maple Avenue

THIS MEETING IS NOT OPEN TO PHYSICAL PARTICIPATION BY THE PUBLIC. TOWN HALL IS CLOSED TO THE PUBLIC. THIS MEETING WILL BE BROADCAST LIVE ON LOCAL CABLE CHANNELS 29 & 329 AND STREAMED LIVE ON THE SHREWSBURY MEDIA CONNECTION WEBSITE AT <https://videoplayer.telvue.com/player/iE0p5N2b-Se5BhxS-3KDrHfUWzLHfku2/stream/722>. SEE BELOW FOR INFORMATION ON CONTACTING THE CHAIR OF THE SCHOOL COMMITTEE RE: PUBLIC PARTICIPATION.

On March 12, 2020, Governor Baker issued an Executive Order modifying certain requirements of the Open Meeting Law, to enable public bodies to carry out their responsibilities while adhering to public health recommendations regarding social distancing.

The Executive Order relieves public bodies from the requirement in the Open Meeting Law that meetings be conducted in a public place that is open and physically accessible to the public, provided that the public body makes provision to ensure public access to the deliberations of the public body through adequate, alternative means. "Adequate, alternative means" may include, without limitation, providing public access through telephone, internet, or satellite enabled audio or video conferencing or any other technology that enables the public to clearly follow the proceedings of the public body in real time. A municipal public body that for reasons of economic hardship and despite best efforts is unable to provide alternative means of public access in real time may instead post on its municipal website a full and complete transcript, recording, or other comprehensive record of the proceedings as soon as practicable afterwards.

In addition, all members of a public body may participate in a meeting remotely; the Open Meeting Law's requirement that a quorum of the body and the chair be physically present at the meeting location is suspended.

All other provisions of the Open Meeting Law, such as the requirements regarding posting notice of meetings and creating and maintaining accurate meeting minutes, as well as the limited, enumerated purposes for holding an executive session, remain in effect.

While for this meeting the School Committee and members of the School Department administrative team will physically meet at the location listed above, members of the public may not attend in person. If a member of the public wishes to participate remotely in the Public Participation portion of the meeting, they should contact the Committee Chair, Ms. Sandra Fryc, by sending an email to schoolcommittee@shrewsbury.k12.ma.us.

Items

Suggested time allotments

- | | | |
|------|---|--|
| I. | Public Participation | <div style="border: 1px solid black; padding: 10px; text-align: center;">7:00-7:05</div> |
| II. | Chairperson's Report & Members' Reports | |
| III. | Superintendent's Report | |
| IV. | Time Scheduled Appointments: | |
| | A. Approval of Gateways Academy to Operate as a Private School: Vote | 7:05 – 7:20 |
| | B. Update on Reopening Planning for the 2020-2021 School Year: Report | 7:20 – 7:50 |
| V. | Curriculum | |



SHREWSBURY PUBLIC SCHOOLS SCHOOL COMMITTEE MEETING

- VI. Policy
 - A. Allowance for Shrewsbury Public Schools Employees to Attend School In-Person to Assist with Workforce Stability: Recommendation & Vote 7:50 – 8:05
- VII. Finance & Operations
 - A. Revised Tuition Rates for Extended School Care: Recommendation 8:05 – 8:20
- VIII. Old Business
- IX. New Business
- X. Approval of Minutes 8:20 – 8:25
- XI. Executive Session 8:25 – 9:00
 - A. For the purpose of addressing G.L. c. 30A, § 21(a)(7) “[t]o comply with, or act under the authority of, any general or special law or federal grant-in-aid requirements” (“Purpose 7”), Open Meeting Law, G.L. c. 30A, §§ 22(f), (g) – for the purpose of reviewing, approving, and/or releasing executive session minutes.
 - B. For the purpose of addressing G.L. c. 30A, § 21(a)(3) “to discuss strategy with respect to collective bargaining or litigation if an open meeting may have a detrimental effect of the bargaining or litigating position of the public body and the chair so declares” (“Purpose 3”) - the Shrewsbury Education Association Unit A; Shrewsbury Education Association Unit B; the Shrewsbury Paraprofessional Association; and/or the Shrewsbury Cafeteria Workers.
- XII. Adjournment 9:00

Next regular meeting: TBD



SHREWSBURY PUBLIC SCHOOLS SCHOOL COMMITTEE MEETING

ITEM NO: I Public Participation

MEETING DATE: 8/19/20

SPECIFIC STATEMENT OR QUESTION:

Will the School Committee hear thoughts and ideas from the public regarding the operations and the programs of the school system?

BACKGROUND INFORMATION:

Copies of the policy and procedure for Public Participation are available to the public at each School Committee meeting.

ITEM NO: II. Chairperson's Report/Members' Reports

SPECIFIC STATEMENT OR QUESTION:

Will the School Committee hear a report from the Chairperson of the School Committee and other members of the School Committee who may wish to comment on school affairs?

BACKGROUND INFORMATION:

This agenda item provides an opportunity for the Chairperson and members of the Shrewsbury School Committee to comment on school affairs that are of interest to the community.

STAFF AVAILABLE FOR PRESENTATION:

School Committee Members
Ms. Sandra Fryc, Chairperson
Mr. Jon Wensky, Vice Chairperson
Dr. B. Dale Magee, Secretary
Ms. Lynsey Heffernan, Committee Member
Mr. Jason Palitsch, Committee Member

ITEM NO: III. Superintendent's Report

SPECIFIC STATEMENT OR QUESTION:

Will the School Committee hear a report from Dr. Joseph M. Sawyer, Superintendent of Schools?

BACKGROUND INFORMATION:

This agenda item allows the Superintendent of the Shrewsbury Public Schools to comment informally on the programs and activities of the school system.

STAFF AVAILABLE FOR PRESENTATION:

Dr. Joseph M. Sawyer, Superintendent of Schools

ACTION RECOMMENDED FOR ITEMS I, II, & III:

That the School Committee accept the report and take such action as it deems in the best interest of the school system.



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM NO: **IV. Time Scheduled Appointments:** MEETING DATE: **8/19/20**
A. Approval of Gateways Academy to Operate as a Private School: Vote

BACKGROUND INFORMATION:

In order to educate students of compulsory school age (6-16) in Massachusetts, a private school, including a school with a religious affiliation, must obtain the approval of the school committee of the city or town in which the school is located. Gateways Academy began as an idea to serve families displaced by the closing of St. Mary's Schools in Worcester in June 2020. Former employees of St. Mary's, who comprise the Administrative Team, have submitted documentation and a formal request to the Committee for approval of a new microschool, namely Gateways Academy, to be located at 10 Stanley Road, Shrewsbury. The documents are enclosed.

ACTION RECOMMENDED:

That the School Committee authorize Gateways Academy to operate as a private school offering grades Kindergarten through 12 in Shrewsbury.

STAFF AVAILABLE FOR PRESENTATION:

Dr. Joseph M. Sawyer, Superintendent of Schools

Sandra Fryc, Chair
Lynsey Heffernan
B. Dale Magee, M.D., Secretary
Jason Palitsch
Jon Wensky, Vice Chair

August 17, 2020

Dear Shrewsbury School Committee Members,

Please accept this letter as our formal request for approval of a new microschool, namely Gateways Academy, to be located within your district at 10 Stanley Road, Shrewsbury.

Gateways Academy began as an idea to serve families displaced by the closing of St. Mary's Schools, Worcester on June 8, 2020. As former employees of St. Mary's, the Administrative Team performed initial outreach, surveyed, and maintained contact with all St. Mary's families to provide information about local school options for students, including the possibility of this new microschool. At present, we have 19 applicants, representing students in the following cohorts:

| <u>Cohort</u> | <u># of students</u> | <u>City/Town</u> | <u># of students</u> |
|---------------|----------------------|------------------|----------------------|
| K-2 | 2 | Paxton | 2 |
| 3-5 | 7 | Shrewsbury | 0 |
| 6-8 | 7 | Spencer | 2 |
| 9-12 | 3 | Worcester | 15 |

One very important motivation for our school is to serve underrepresented populations, particularly students of color and students in impoverished situations. We desire to maintain the socially and ethnically diverse make-up that was present in our former setting.

Mission: We offer a blended and comprehensive education for diverse learners, helping each child realize their individual gifts. We promote life-long learning, create paths for individual success, and support well-being by integrating values of care and compassion. We prepare our students for life.

Purpose: We are motivated by the diversity present in every child - culturally, academically, socially - thus, we strive to reach to each student's intellectual potential and interests with an array of academic, cultural, service, and technological opportunities. In our school, every student is known personally and empowered to learn and grow.

A typical microschool consists of 15 to 150 students. Our small class sizes, individualized instruction, and a sense of belonging will be offered at an affordable tuition rate. We will operate as a tuition-based program at a rate of \$5000.00 per student, per year, with a staff of 7 volunteers.

The curriculum of Gateways Academy is intentionally crafted as an adaptation of frameworks focused on integrated learning and critical thinking. While the Massachusetts Department of Education frameworks provide a strong foundation for our learning, we have selected the British Columbia New Curriculum Model as our overarching model for education. Selection of this curriculum design affords Gateways Academy the ability to maintain consistency across cohorts in the multi-age groups while emphasizing student discovery and learning through collaboration. Our instructional design will include: a blend of on-site and digital instruction, Socratic seminar, and project-based learning. Given our academic and professional skill set, we are also able to offer support services for students with individualized learning plans and provide direct reading instruction through the Wilson Reading program.

Our goal is to meet the needs of working families by opening 5 days per week. What will make us unique is if it becomes necessary to teach 100% remotely, given our small composition, we will continue to meet with students daily in small groups or independently throughout the school day via our preferred remote platform. This will allow us to make a seamless transition to remote learning. We plan to follow the local school district's calendar year and fulfill the number of hours deemed necessary by the Massachusetts Department of Elementary and Secondary Education.

We will abide by and enforce all COVID-19 related guidelines as issued by the Department of Elementary and Secondary Education and the State of Massachusetts as they relate to public schools, private schools, micro schools, home schools, and/or distance-based educational programs, as applicable.

Kindly,

Cynthia Ahearn
Monica Campbell
Cindi Sprow
Stacey Varney

Gateways Academy

Documentation for Approval

**Presented to
Shrewsbury School Committee
August 17, 2020**

**Founders:
Cynthia Ahearn
Minca Campbell
Cindi Sprow
Stacey Varney**

Enrollment/Population Served

Gateways Academy began as an idea to serve families displaced by the closing of St. Mary's Schools, Worcester on June 8, 2020. As former employees of St. Mary's, the Administrative Team performed initial outreach, surveyed, and maintained contact with all St. Mary's families to provide information about local school options for students, including the possibility of this new microschool.

Throughout our communication regarding the possibility of this new venture, initial interest was approximately 60 students on June 24, 2020. Since that time, a secondary poll indicated 25 interested students. At present, we have 19 applicants, representing students in the following cohorts:

| <u>Cohort</u> | <u># of students</u> |
|---------------|----------------------|
| K-2 | 2 |
| 3-5 | 7 |
| 6-8 | 7 |
| 9-12 | 3 |

| <u>City/Town</u> | <u># of students</u> |
|------------------|----------------------|
| Paxton | 2 |
| Shrewsbury | 0 |
| Spencer | 2 |
| Worcester | 15 |

One very important motivation for our school is to serve underrepresented populations, particularly students of color and students in impoverished situations. We desire to maintain the socially and ethnically diverse make-up that was present in our former setting.

Given the initial approval from Dr. Sawyer to advertise, the enclosed flyer has been shared. We are prepared to begin a website, pending approval.

Physical Plant/Administrative Overview

Place of operations

Our principal place of operation is at Grace Baptist Church of Shrewsbury, 10 Stanley Road, Shrewsbury, MA 01545. Certificate of Inspection is attached. Please note: the church is actively seeking an appointment for building inspection. Inspections have been delayed due to the coronavirus pandemic. The church maintains good standing in the community and with the Shrewsbury Building and Fire Departments.

Kitchen Area/Food Services

There will be no breakfast or lunches made or served at Gateways Academy at this time. All snacks and lunches will be brought to school from home each day by the students. Students will eat their lunches and snacks in areas where they are able to social distance at 6 feet while their masks are removed to eat in assigned seats.

The kitchen area has a sink and running water so will be used for science experiments and any hands on activities that require a sink and water.

The Grace Baptist Church works closely with and follows all directives from the Shrewsbury Board of Health. If and when we decide to serve food, we will contact the Board of Health for direction regarding certifications and licensing.

Organizational structure

Gateways Academic has filed with the Commonwealth of Massachusetts as a not-for-profit corporation. We are awaiting confirmation of our status. Articles of Incorporation and By-laws have been included for your reference.

The current board of directors consists of the following:

- Cindy Sprow - CEO/President
- Stacey Varney - Director/Vice President
- Cynthia Ahearn - CFO/Treasurer
- Monica Campbell - Clerk/Assistant Clerk

Additional board members are currently in the process of being vetted. We are in active discussions with 4 community members of varying credentials.

Curriculum Overview

The curriculum of Gateways Academy is intentionally crafted as an adaptation of frameworks focused on integrated learning and critical thinking. While the Massachusetts Department of Education frameworks provide a strong foundation for our learning, we have selected the British Columbia New Curriculum Model (<https://curriculum.gov.bc.ca/curriculum/>) as our overarching model for education.

This curriculum promotes learning through cohesive Big Ideas and three essential Core Competencies: Communication, Thinking, and Personal and Social. More information regarding the Core Competencies can be found here: <https://curriculum.gov.bc.ca/competencies>.

Gateways Academy is committed to learning in an environment that provides personalized and effective academics. *“Learning can take place anywhere, not just in classrooms...The integration of areas of learning and technology also have opened the door for teachers and schools to approach the use of time and space in creative ways – ways that adapt to students’ needs and interests.”*

“The focus on personalization and the flexible structure of the curriculum support the configuration of combined grade classrooms. Classes of students of more than one grade provide opportunities for teachers to develop a mindset that sees all the students as a group of learners with a range of needs and interests. Multi-grade programs should find a comfortable fit with the curriculum.” Selection of this curriculum design affords Gateways Academy the ability to maintain consistency across cohorts in the multi-age groups while emphasizing student discovery and learning through collaboration.

Areas of learning for 2020-2021 include:

- English Language Arts (skills-based)
 - Comprehend and connect (reading, listening, viewing)
 - Create and communicate (writing, speaking, representing)
- Mathematics (skills-based)
- Science (skills and project-based approach)
- Social Studies and Geography (skills and project-based approach)
- Physical Education (skills-based)

Within an integrated educational design, visual arts, music, and world languages readily incorporate into project-based learning. Intentional infusion of these components into everyday collaborative learning time enhances the learning experience and increases student interest for later more intensive student study.

Few adjustments have been made regarding the curriculum, specifically with regard to the study of Canadian history, geography, and First Peoples. Although, students at Gateways Academy may, indeed, study these subjects, they are not paramount in our academic focus. We have modified the curriculum, where necessary, to reflect American heritage and setting.

BIG IDEAS

Language and **story** can be a source of creativity and joy.

Stories and other **texts** help us learn about ourselves and our families.

Stories and other **texts** can be shared through pictures and words.

Everyone has a unique **story** to share.

Through listening and speaking, we connect with others and share our world.

Playing with language helps us discover how language works.

Curiosity and wonder lead us to new discoveries about ourselves and the world around us.

Learning Standards

| Curricular Competencies | Content |
|---|--|
| <p><i>Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:</i></p> <p>Comprehend and connect (reading, listening, viewing)</p> <ul style="list-style-type: none"> • Use sources of information and prior knowledge to make meaning • Use developmentally appropriate reading, listening, and viewing strategies to make meaning • Explore foundational concepts of print, oral, and visual texts • Engage actively as listeners, viewers, and readers, as appropriate, to develop understanding of self, identity, and community • Recognize the importance of story in personal, family, and community identity • Use personal experience and knowledge to connect to stories and other texts to make meaning • Recognize the structure of story <p>Create and communicate (writing, speaking, representing)</p> <ul style="list-style-type: none"> • Exchange ideas and perspectives to build shared understanding • Use language to identify, create, and share ideas, feelings, opinions, and preferences • Create stories and other texts to deepen awareness of self, family, and community • Plan and create stories and other texts for different purposes and audiences • Explore oral storytelling processes | <p><i>Students are expected to know the following:</i></p> <p>Story</p> <ul style="list-style-type: none"> • structure of story • literary elements and devices <p>Strategies and processes</p> <ul style="list-style-type: none"> • reading strategies • oral language strategies • metacognitive strategies • writing processes <p>Language features, structures, and conventions</p> <ul style="list-style-type: none"> • concepts of print • letter knowledge • phonemic and phonological awareness • letter formation • the relationship between reading, writing, and oral language |

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Learning Standards

Curricular Competencies

*Using oral, written, visual, and digital **texts**, students are expected individually and collaboratively to be able to:*

Comprehend and connect (reading, listening, viewing)

- **Read fluently at grade level**
- Use sources of information and **prior knowledge** to make meaning
- Use developmentally appropriate **reading, listening, and viewing strategies** to make meaning
- Use foundational concepts of **print, oral, and visual texts**
- **Engage actively as listeners, viewers, and readers**, as appropriate, to develop understanding of self, identity, and community
- Recognize the importance of **story** in personal, family, and community identity
- Use personal experience and knowledge to connect to **stories** and other **texts** to make meaning
- Recognize the **structure and elements of story**
- Show awareness of how **story United States cultures** connects people to family and community

Create and communicate (writing, speaking, representing)

- **Exchange ideas and perspectives** to build shared understanding
- Identify, organize, and present ideas in a variety of forms
- Create **stories** and other **texts** to deepen awareness of self, family, and community
- Plan and create a variety of **communication forms** for different purposes and audiences
- Communicate using letters and words and applying **spelling, grammar, and punctuation**
- Explore **oral storytelling processes**

Content

Students are expected to know the following:

Story/text

- **elements of story**
- **literary elements and devices**
- **vocabulary to talk about texts**

Strategies and processes

- **reading strategies**
- **oral language strategies**
- **metacognitive strategies**
- **writing processes**

Language features, structures, and conventions

- **concepts of print**
- **print awareness**
- **phonemic and phonological awareness**
- **letter formation**
- **sentence structure**
- **conventions**

BIG IDEAS

Language and **story** can be a source of creativity and joy.

Stories and other **texts** connect us to ourselves, our families, and our communities.

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Through listening and speaking, we connect with others and share our world.

Playing with language helps us discover how language works.

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Learning Standards

| Curricular Competencies | Content |
|---|--|
| <p><i>Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:</i></p> <p>Comprehend and connect (reading, listening, viewing)</p> <ul style="list-style-type: none"> ● Read fluently at grade level ● Use sources of information and prior knowledge to make meaning ● Use developmentally appropriate reading, listening, and viewing strategies to make meaning ● Recognize how different text structures reflect different purposes. ● Engage actively as listeners, viewers, and readers, as appropriate, to develop understanding of self, identity, and community ● Demonstrate awareness of the role that story plays in personal, family, and community identity ● Use personal experience and knowledge to connect to stories and other texts to make meaning ● Recognize the structure and elements of story ● Show awareness of how Unites States cultures connects people to family and community <p>Create and communicate (writing, speaking, representing)</p> <ul style="list-style-type: none"> ● Exchange ideas and perspectives to build shared understanding ● Create stories and other texts to deepen awareness of self, family, and community ● Plan and create a variety of communication forms for different purposes and audiences ● Communicate using sentences and most conventions of spelling, grammar, and punctuation ● Explore oral storytelling processes | <p><i>Students are expected to know the following:</i></p> <p>Story/text</p> <ul style="list-style-type: none"> ● elements of story ● literary elements and devices ● text features ● vocabulary associated with texts <p>Strategies and processes</p> <ul style="list-style-type: none"> ● reading strategies ● oral language strategies ● metacognitive strategies ● writing processes <p>Language features, structures, and conventions</p> <ul style="list-style-type: none"> ● features of oral language ● word patterns, word families ● letter formation ● sentence structure ● conventions |

BIG IDEAS

Language and **story** can be a source of creativity and joy.

Stories and other **texts** help us learn about ourselves, our families, and our communities.

Stories can be understood from different perspectives.

Using language in creative and playful ways helps us understand how language works.

Curiosity and wonder lead us to new discoveries about ourselves and the world around us.

Learning Standards

| Curricular Competencies | Content |
|---|---|
| <p><i>Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:</i></p> <p>Comprehend and connect (reading, listening, viewing)</p> <ul style="list-style-type: none"> • Read fluently at grade level • Use sources of information and prior knowledge to make meaning • Make connections between ideas from a variety of sources and prior knowledge to build understanding • Use developmentally appropriate reading, listening, and viewing strategies to make meaning • Recognize how different texts reflect different purposes. • Engage actively as listeners, viewers, and readers, as appropriate, to develop understanding of self, identity, and community • Explain the role that story plays in personal, family, and community identity • Use personal experience and knowledge to connect to text and make meaning • Recognize the structure and elements of story • Show awareness of how story in United States cultures connects people to family and community <p>Create and communicate (writing, speaking, representing)</p> <ul style="list-style-type: none"> • Exchange ideas and perspectives to build shared understanding • Create stories and other texts to deepen awareness of self, family, and community • Plan and create a variety of communication forms for different purposes and audiences • Communicate using sentences and using spelling, grammar, and punctuation • Develop and apply expanding word knowledge • Use oral storytelling processes | <p><i>Students are expected to know the following:</i></p> <p>Story/text</p> <ul style="list-style-type: none"> • elements of story • functions and genres of stories and other texts • text features • literary elements and devices <p>Strategies and processes</p> <ul style="list-style-type: none"> • reading strategies • oral language strategies • metacognitive strategies • writing processes <p>Language features, structures, and conventions</p> <ul style="list-style-type: none"> • features of oral language • word patterns, word families • legible handwriting • sentence structure • conventions |

BIG IDEAS

Language and **text** can be a source of creativity and joy.

Exploring **stories** and other **texts** helps us understand ourselves and make connections to others and to the world.

Texts can be understood from different perspectives.

Using language in creative and playful ways helps us understand how language works.

Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens.

Learning Standards

| Curricular Competencies | Content |
|--|---|
| <p><i>Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:</i></p> <p>Comprehend and connect (reading, listening, viewing)</p> <ul style="list-style-type: none"> ● Access and integrate information and ideas from a variety of sources and from prior knowledge to build understanding ● Use a variety of comprehension strategies before, during, and after reading, listening, or viewing to deepen understanding of text ● Consider different purposes, audiences, and perspectives in exploring texts ● Apply a variety of thinking skills to gain meaning from texts ● Identify how differences in context, perspectives, and voice influence meaning in texts ● Recognize the role of language in personal, social, and cultural identity ● Use personal experience and knowledge to connect to text and deepen understanding of self, community, and world ● Respond to text in personal and creative ways ● Recognize how literary elements, techniques, and devices enhance meaning in texts ● Show an increasing understanding of the role of organization in meaning <p>Create and communicate (writing, speaking, representing)</p> <ul style="list-style-type: none"> ● Exchange ideas and perspectives to build shared understanding ● Use writing and design processes to plan, develop, and create texts for a variety of purposes and audiences ● Use language in creative and playful ways to develop style ● Communicate in sentences and paragraphs, applying spelling, grammar, and punctuation ● Develop and apply expanding word knowledge ● Use oral storytelling processes ● Transform ideas and information to create original texts | <p><i>Students are expected to know the following:</i></p> <p>Story/text</p> <ul style="list-style-type: none"> ● forms, functions, and genres of text ● text features ● literary elements ● literary devices ● evidence <p>Strategies and processes</p> <ul style="list-style-type: none"> ● reading strategies ● oral language strategies ● metacognitive strategies ● writing processes <p>Language features, structures, and conventions</p> <ul style="list-style-type: none"> ● features of oral language ● paragraph structure ● sentence structure and grammar ● conventions |

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Learning Standards

| Curricular Competencies | Content |
|---|---|
| <p><i>Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:</i></p> <p>Comprehend and connect (reading, listening, viewing)</p> <ul style="list-style-type: none"> • Access information and ideas from a variety of sources and from prior knowledge to build understanding • Use a variety of comprehension strategies before, during, and after reading, listening, or viewing to guide inquiry and deepen understanding of text • Synthesize ideas from a variety of sources to build understanding • Consider different purposes, audiences, and perspectives in exploring texts • Apply a variety of thinking skills to gain meaning from texts • Identify how differences in context, perspectives, and voice influence meaning in texts • Explain the role of language in personal, social, and cultural identity • Use personal experience and knowledge to connect to text and develop understanding of self, community, and world • Respond to text in personal and creative ways • Recognize how literary elements, techniques, and devices enhance meaning in texts • Show an increasing understanding of the role of organization in meaning <p>Create and communicate (writing, speaking, representing)</p> <ul style="list-style-type: none"> • Exchange ideas and perspectives to build shared understanding • Use writing and design processes to plan, develop, and create texts for a variety of purposes and audiences • Use language in creative and playful ways to develop style • Communicate in writing using paragraphs and applying spelling, grammar, and punctuation • Develop and apply expanding word knowledge • Use oral storytelling processes • Transform ideas and information to create original texts | <p><i>Students are expected to know the following:</i></p> <p>Story/text</p> <ul style="list-style-type: none"> • forms, functions, and genres of text • text features • literary elements • literary devices • perspective/point of view <p>Strategies and processes</p> <ul style="list-style-type: none"> • reading strategies • oral language strategies • metacognitive strategies • writing processes <p>Language features, structures, and conventions</p> <ul style="list-style-type: none"> • features of oral language • paragraphing • sentence structure and grammar • conventions |

BIG IDEAS

Language and **text** can be a source of creativity and joy.

Exploring **stories** and other **texts** helps us understand ourselves and make connections to others and to the world.

Exploring and sharing multiple perspectives extends our thinking.

Developing our understanding of how language works allows us to use it purposefully.

Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens.

Learning Standards

| Curricular Competencies | Content |
|--|---|
| <p><i>Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:</i></p> <p>Comprehend and connect (reading, listening, viewing)</p> <ul style="list-style-type: none"> • Access information and ideas for diverse purposes and from a variety of sources and evaluate their relevance, accuracy, and reliability • Apply appropriate strategies to comprehend written, oral, and visual texts, guide inquiry, and extend thinking • Synthesize ideas from a variety of sources to build understanding • Recognize and appreciate how different features, forms, and genres of texts reflect various purposes, audiences, and messages • Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts • Recognize and identify the role of personal, social, and cultural contexts, values, and perspectives in texts • Recognize how language constructs personal, social, and cultural identity • Construct meaningful personal connections between self, text, and world • Respond to text in personal, creative, and critical ways • Understand how literary elements, techniques, and devices enhance and shape meaning • Recognize an increasing range of text structures and how they contribute to meaning • Recognize and appreciate the role of story, narrative, in expressing perspectives, values, beliefs, and points of view <p>Create and communicate (writing, speaking, representing)</p> <ul style="list-style-type: none"> • Exchange ideas and viewpoints to build shared understanding and extend thinking • Use writing and design processes to plan, develop, and create engaging and meaningful literary and informational texts for a variety of purposes and audiences • Assess and refine texts to improve their clarity, effectiveness, and impact according to purpose, audience, and message • Use an increasing repertoire of conventions of spelling, grammar, and punctuation • Use and experiment with oral storytelling processes • Select and use appropriate features, forms, and genres according to audience, purpose, and message • Transform ideas and information to create original texts | <p><i>Students are expected to know the following:</i></p> <p>Story/text</p> <ul style="list-style-type: none"> • forms, functions, and genres of text • text features • literary elements • literary devices • techniques of persuasion <p>Strategies and processes</p> <ul style="list-style-type: none"> • reading strategies • oral language strategies • metacognitive strategies • writing processes <p>Language features, structures, and conventions</p> <ul style="list-style-type: none"> • features of oral language • paragraphing • language varieties • sentence structure and grammar • conventions • presentation techniques |

BIG IDEAS

Language and **text** can be a source of creativity and joy.

Exploring **stories** and other **texts** helps us understand ourselves and make connections to others and to the world.

Exploring and sharing multiple perspectives extends our thinking.

Developing our understanding of how language works allows us to use it purposefully.

Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens.

Learning Standards

| Curricular Competencies | Content |
|---|--|
| <p><i>Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:</i></p> <p>Comprehend and connect (reading, listening, viewing)</p> <ul style="list-style-type: none"> • Access information and ideas for diverse purposes and from a variety of sources and evaluate their relevance, accuracy, and reliability • Apply appropriate strategies to comprehend written, oral, and visual texts, guide inquiry, and extend thinking • Synthesize ideas from a variety of sources to build understanding • Recognize and appreciate how different features, forms, and genres of texts reflect different purposes, audiences, and messages • Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts • Recognize and identify the role of personal, social, and cultural contexts, values, and perspectives in texts • Recognize how language constructs personal, social, and cultural identity • Construct meaningful personal connections between self, text, and world • Respond to text in personal, creative, and critical ways • Understand how literary elements, techniques, and devices enhance and shape meaning • Recognize an increasing range of text structures and how they contribute to meaning • Recognize and appreciate the role of story, narrative, in expressing perspectives, values, beliefs, and points of view <p>Create and communicate (writing, speaking, representing)</p> <ul style="list-style-type: none"> • Exchange ideas and viewpoints to build shared understanding and extend thinking • Use writing and design processes to plan, develop, and create engaging and meaningful literary and informational texts for a variety of purposes and audiences • Assess and refine texts to improve their clarity, effectiveness, and impact according to purpose, audience, and message • Use an increasing repertoire of spelling, grammar, and punctuation • Use and experiment with oral storytelling processes • Select and use appropriate features, forms, and genres according to audience, purpose, and message • Transform ideas and information to create original texts | <p><i>Students are expected to know the following:</i></p> <p>Story/text</p> <ul style="list-style-type: none"> • forms, functions, and genres of text • text features • literary elements • literary devices • argument <p>Strategies and processes</p> <ul style="list-style-type: none"> • reading strategies • oral language strategies • metacognitive strategies • writing processes <p>Language features, structures, and conventions</p> <ul style="list-style-type: none"> • features of oral language • paragraphing • language varieties • syntax and sentence fluency • conventions • presentation techniques |

BIG IDEAS

Language and **text** can be a source of creativity and joy.

Exploring **stories** and other **texts** helps us understand ourselves and make connections to others and to the world.

People understand text differently depending on their worldviews and perspectives.

Texts are socially, culturally, and historically constructed.

Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens.

Learning Standards

Curricular Competencies

*Using oral, written, visual, and digital **texts**, students are expected individually and collaboratively to be able to:*

Comprehend and connect (reading, listening, viewing)

- Access information and ideas for **diverse purposes** and from a variety of sources and evaluate their **relevance, accuracy, and reliability**
- Apply appropriate strategies to comprehend written, oral, and visual **texts**, guide **inquiry**, and **extend thinking**
- Synthesize ideas from a variety of sources to build understanding
- Recognize and appreciate how **different features, forms, and genres of texts** reflect different purposes, audiences, and messages
- **Think critically, creatively, and reflectively** to explore ideas within, between, and beyond **texts**
- Recognize and identify the role of **personal, social, and cultural contexts, values, and perspectives** in texts
- Recognize **how language constructs personal, social, and cultural identity**
- Construct meaningful personal connections between self, **text**, and world
- Respond to **text** in **personal, creative, and critical ways**
- Recognize **how literary elements, techniques, and devices enhance and shape meaning**
- Recognize an increasing range of text structures and how they contribute to meaning

Create and communicate (writing, speaking, representing)

- **Exchange ideas and viewpoints** to build shared understanding and extend thinking
- Use writing and design processes to plan, develop, and create engaging and meaningful **literary and informational texts** for a variety of purposes and **audiences**
- Assess and **refine texts** to improve their clarity, effectiveness, and impact according to purpose, **audience**, and message
- Use an increasing repertoire of spelling, grammar, and punctuation
- Use and experiment with **oral storytelling processes**
- Select and use appropriate features, forms, and genres according to audience, purpose, and message
- Transform ideas and information to create original texts.

Content

Students are expected to know the following:

Story/text

- **forms, functions, and genres of text**
- **text features**
- **literary elements**
- **literary devices**
- **elements of visual/graphic texts**
- relevance, accuracy, reliability

Strategies and processes

- **reading strategies**
- **oral language strategies**
- **metacognitive strategies**
- **writing processes**

Language features, structures, and conventions

- **features of oral language**
- **multi-paragraphing**
- **language usage and context**
- **elements of style**
- **syntax and sentence fluency**
- **conventions**
- **presentation techniques**

BIG IDEAS

Language and **story** can be a source of creativity and joy.

Exploring **stories** and other **texts** helps us understand ourselves and make connections to others and to the world.

People understand **text** differently depending on their worldviews and perspectives.

Texts are socially, culturally, and historically constructed.

Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens.

Learning Standards

| Curricular Competencies | Content |
|--|---|
| <p><i>Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:</i></p> <p>Comprehend and connect (reading, listening, viewing)</p> <ul style="list-style-type: none"> • Access information and ideas for diverse purposes and from a variety of sources and evaluate their relevance, accuracy, and reliability • Apply appropriate strategies to comprehend written, oral, and visual texts, guide inquiry, and extend thinking • Synthesize ideas from a variety of sources to build understanding • Recognize and appreciate how different features, forms, and genres of texts reflect different purposes, audiences, and messages • Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts • Recognize and identify the role of personal, social, and cultural contexts, values, and perspectives in texts • Recognize how language constructs personal, social, and cultural identity • Construct meaningful personal connections between self, text, and world • Respond to text in personal, creative, and critical ways • Explain how literary elements, techniques, and devices enhance and shape meaning • Recognize an increasing range of text structures and how they contribute to meaning • Recognize and appreciate the role of story, narrative, and oral tradition in expressing perspectives, values, beliefs, and points of view • Create and communicate (writing, speaking, representing) • Exchange ideas and viewpoints to build shared understanding and extend thinking • Use writing and design processes to plan, develop, and create engaging and meaningful literary and informational texts for a variety of purposes and audiences • Assess and refine texts to improve their clarity, effectiveness, and impact according to purpose, audience, and message • Use an increasing repertoire of spelling, grammar, and punctuation • Use and experiment with oral storytelling processes • Select and use appropriate features, forms, and genres according to audience, purpose, and message • Transform ideas and information to create original texts • Express an opinion and support it with credible evidence | <p><i>Students are expected to know the following:</i></p> <p>Story/text</p> <ul style="list-style-type: none"> • forms, functions, and genres of text • text features • literary elements • literary devices • elements of visual/graphic texts <p>Strategies and processes</p> <ul style="list-style-type: none"> • reading strategies • oral language strategies • metacognitive strategies • writing processes <p>Language features, structures, and conventions</p> <ul style="list-style-type: none"> • features of oral language • multi-paragraphing • language change • elements of style • usage • syntax and sentence fluency • conventions • presentation techniques • rhetorical devices • connotation and denotation |

COMPOSITION 10

Composition 10 is designed to support students in their development of written communication through a critical process of questioning, exploring, and sampling. Within a supportive community of writers, students will work individually and collaboratively to explore and create coherent, purposeful compositions. Students will read and study compositions by other writers and consider a variety of styles as models for the development of their writing. The course builds students' writing competencies by introducing them to varied structures, forms, and styles of compositions. Students have opportunities to individually and collaboratively study, create, and write original pieces, exploring audience and purpose. They also develop their craft through processes of drafting, reflecting, and revising.

The following are possible areas of focus within Composition 10:

- narrative, expository, descriptive, persuasive, and opinion pieces
- planning, drafting, and editing processes
- writing for specific audiences and specific disciplines
- how to cite sources, consider the credibility of evidence, and evaluate the quality and reliability of a source

BIG IDEAS

| | | | |
|--|---|--|---|
| The exploration of text and story deepens our understanding of diverse, complex ideas about identity, others, and the world. | Texts are socially, culturally, geographically, and historically constructed. | Language shapes ideas and influences others. | Engagement with writing processes can support creativity and enhance clarity of expression. |
|--|---|--|---|

Learning Standards

| Curricular Competencies | Content |
|--|--|
| <p><i>Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:</i></p> <p>Comprehend and connect (reading, listening, viewing)</p> <ul style="list-style-type: none"> • Recognize and appreciate the role of story, narrative, and oral tradition in expressing perspectives, values, beliefs, and points of view • Recognize and appreciate the diversity within and across societies as represented in texts • Access information for diverse purposes and from a variety of sources to inform writing • Explore the relevance, accuracy, and reliability of texts • Apply appropriate strategies to comprehend written, oral, visual, and multimodal texts • Recognize and appreciate how different forms, formats, structures, and features of texts enhance and shape meaning and impact • Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts | <p><i>Students are expected to know the following:</i></p> <p>Text forms and genres</p> <p>Text features and structures</p> <ul style="list-style-type: none"> • narrative structures found in historical texts <p>Strategies and processes</p> <ul style="list-style-type: none"> • reading strategies • oral language strategies • metacognitive strategies • writing processes <p>Language features, structures, and conventions</p> <ul style="list-style-type: none"> • language features • elements of style • exploration of voice • usage and conventions • literary elements and devices • citation techniques |

| | |
|--|--|
| <ul style="list-style-type: none"> ● Explore how language constructs personal and cultural identities ● Construct meaningful personal connections between self, text, and world ● Identify bias, contradictions, and distortions <p>Create and communicate (writing, speaking, representing)</p> <ul style="list-style-type: none"> ● Respectfully exchange ideas and viewpoints from diverse perspectives to build shared understanding and extend thinking ● Respond to text in personal, creative, and critical ways ● Assess and refine texts to improve clarity and impact ● Demonstrate speaking and listening skills in a variety of formal and informal contexts for a range of purposes ● Use writing and design processes to plan, develop, and create engaging and meaningful texts for a variety of purposes and audiences ● Express and support an opinion with evidence ● Use the conventions of spelling, grammar, and punctuation proficiently and as appropriate to the context ● Use acknowledgements and citations to recognize intellectual property rights ● Transform ideas and information to create original texts | |
|--|--|

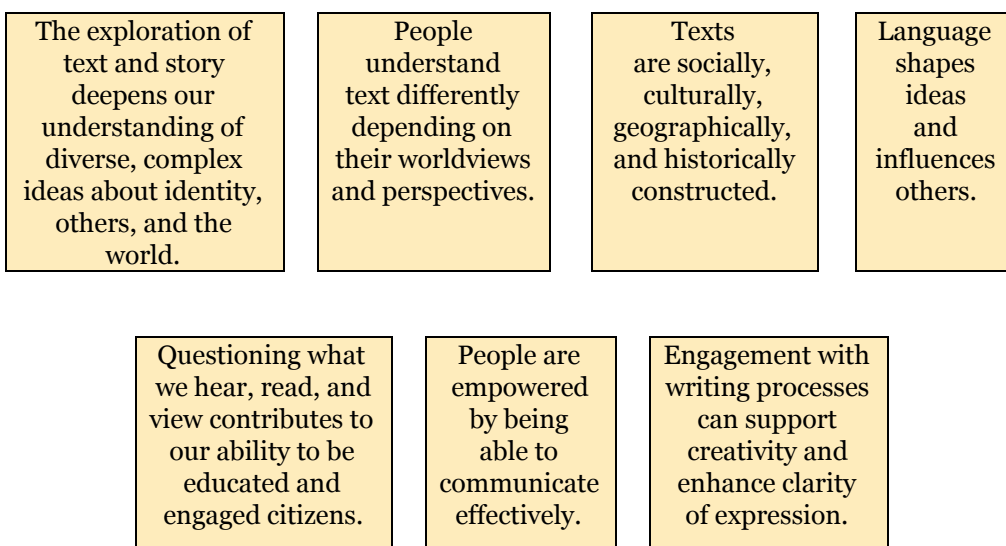
COMPOSITION 11

Composition 11 is designed to support students as they refine, clarify, and adjust their written communication through practice and revision. Students will read and study compositions by other writers and be exposed to a variety of styles as models for the development of their writing. The course provides opportunities for students to, with increasing independence, study, create, and write original and authentic pieces for a range of purposes and real-world audiences. They will expand their competencies through processes of drafting, reflecting, and revising to build a body of work that demonstrates expanding breadth, depth, and evidence of writing for a range of situations. They will develop confidence in their abilities as they consolidate their writing craft.

The following are possible areas of focus within Composition 11:

- narrative, expository, descriptive, persuasive, and opinion pieces
- planning, drafting, and editing processes
- writing for specific audiences and specific disciplines
- how to cite sources, consider the credibility of evidence, and evaluate the quality and reliability of the source

BIG IDEAS



Learning Standards

| Curricular Competencies | Content |
|---|---|
| <i>Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:</i> Comprehend and connect (reading, listening, viewing) <ul style="list-style-type: none">• Read for enjoyment and to achieve personal goals• Recognize and understand the role of story, narrative, and oral tradition in expressing perspectives, values, beliefs, and points of view• Recognize and understand the diversity within and across societies, as represented in texts• Understand the influence of land/place in literary texts• Access information for diverse purposes and from a variety of sources to inform writing | <i>Students are expected to know the following:</i> Text forms and text genres Text features and structures <ul style="list-style-type: none">• form, function, and genre of texts• narrative structures found in historical texts Strategies and processes <ul style="list-style-type: none">• reading strategies• oral language strategies |

| | |
|---|---|
| <ul style="list-style-type: none"> ● Evaluate the relevance, accuracy, and reliability of texts ● Apply appropriate strategies in a variety of contexts to comprehend written, oral, visual, and multimodal texts, to guide inquiry, and to extend thinking ● Recognize and understand how different forms, formats, structures, and features of texts enhance and shape meaning and impact ● Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts ● Recognize and identify the role of personal, social, and cultural contexts, values, and perspectives in texts ● Recognize and understand how language constructs personal, social, and cultural identities ● Construct meaningful personal connections between self, text, and world ● Evaluate how text structures, literary elements, techniques, and devices enhance and shape meaning and impact ● Identify bias, contradictions, distortions, and omissions <p>Create and communicate (writing, speaking, representing)</p> <ul style="list-style-type: none"> ● Respectfully exchange ideas and viewpoints from diverse perspectives to build shared understandings and extend thinking ● Respond to text in personal, creative, and critical ways ● Demonstrate speaking and listening skills in a variety of formal and informal contexts for a range of purposes ● Use writing and design processes to plan, develop, and create engaging and meaningful texts for a variety of purposes and audiences ● Express and support an opinion with evidence ● Reflect on, assess, and refine texts to improve clarity, effectiveness, and impact ● Use the conventions of spelling, grammar, and punctuation proficiently and as appropriate to the context ● Use acknowledgements and citations to recognize intellectual property rights ● Transform ideas and information to create original texts, using various genres, forms, structures, and styles ● Experiment with genres, forms, or styles of creative and communicative texts | <ul style="list-style-type: none"> ● metacognitive strategies ● writing processes <p>Language features, structures, and conventions</p> <ul style="list-style-type: none"> ● language features ● elements of style ● usage and conventions ● citation techniques ● literary elements and devices |
|---|---|

COMPOSITION 12

Composition 12 is designed to support students in their refinement and pursuit of mastery of written communication. Students will read and study exemplary compositions by other writers and be exposed to a variety of styles as models for the development of their writing. The course provides opportunities for students, with increasing independence and self-sufficiency, to study, create, and write original and authentic pieces for a range of purposes and audiences using real-world applications with impact and effectiveness. They will develop their craft through processes of drafting, reflecting, and revising to build a body of publishable work that demonstrates breadth, depth, and evidence of sophisticated and specialized writing for a range of situations.

The following are possible areas of focus within Composition 12:

- narrative, expository, descriptive, persuasive, and opinion pieces, with attention to areas such as thesis development, structure, transitions, hooks and leads, persuasion, argumentation, and the study of a wide range of sample works
- planning, drafting, and editing processes
- writing for specific professional audiences and specific academic disciplines
- how to cite sources, consider the credibility of evidence, and evaluate the quality and reliability of the source

BIG IDEAS

The exploration of text and story deepens our understanding of diverse, complex ideas about identity, others, and the world.

People understand text differently depending on their worldviews and perspectives.

Texts are socially, culturally, geographically, and historically constructed.

Language shapes ideas and influences others.

Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens.

Learning Standards

| Curricular Competencies | Content |
|---|---|
| <p><i>Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:</i></p> <p>Comprehend and connect (reading, listening, viewing)</p> <ul style="list-style-type: none">• Read for enjoyment and to achieve personal goals• Understand and appreciate the role of story, narrative, and oral tradition in expressing perspectives, values, beliefs, and points of view• Understand the diversity within and across societies as represented in texts• Understand the influence of land/place in literary texts• Use information for diverse purposes and from a variety of sources to inform writing• Evaluate the relevance, accuracy, and reliability of texts• Select and apply appropriate strategies in a variety of contexts to comprehend written, oral, visual, and multimodal texts, to guide inquiry, and to transform thinking• Understand and appreciate how different forms, formats, structures, and features of texts reflect a variety of purposes, audiences, and messages | <p><i>Students are expected to know the following:</i></p> <p>Text forms and text genres</p> <p>Text features and structures</p> <ul style="list-style-type: none">• form, function, and genre of texts• narrative structures found in historical texts <p>Strategies and processes</p> <ul style="list-style-type: none">• multimodal writing strategies• metacognitive strategies• writing processes• reading strategies• oral language strategies <p>Language features, structures, and conventions</p> <ul style="list-style-type: none">• elements of style• usage and conventions• citation techniques• literary elements and devices |

- Think critically, creatively, and reflectively to analyze ideas within, between, and beyond texts
- Identify and understand the role of personal, social, and cultural contexts, values, and perspectives in texts
- Appreciate and understand how language constructs personal, social, and cultural identities
- Construct meaningful personal connections between self, text, and world
- Evaluate how literary elements, techniques, and devices enhance and shape meaning and impact
- Recognize an increasing range of text structures and understand how they contribute to meaning

Create and communicate (writing, speaking, representing)

- Respectfully exchange ideas and viewpoints from diverse perspectives to build shared understanding and transform thinking
- Respond to text in personal, creative, and critical ways
- Select and apply appropriate speaking and listening skills in a variety of formal and informal contexts for a range of purposes
- Use writing and design processes to plan, develop, and create engaging and meaningful texts for a variety of purposes and audiences
- Express and support an opinion with evidence to achieve purpose
- Evaluate and refine texts to improve clarity, effectiveness, and impact
- Use the conventions of spelling, grammar, and punctuation proficiently and as appropriate to the context
- Use acknowledgements and citations to recognize intellectual property rights
- Transform ideas and information to create original texts, using various genres, forms, structures, and styles

LITERARY STUDIES 10

Literary Studies 10 is designed for students who are interested in the literature of a particular era, geographical area, or theme, or in the study of literature in general. The course allows students to delve more deeply into literature as they explore specific themes, periods, authors, or areas of the world through literary works in a variety of media. Giving students the choice of a range of literary topics allows them to follow their passion and at the same time:

- increase their literacy skills through close reading of appropriately challenging texts
- enhance their development of the English Language Arts curricular competencies, both expressive and receptive
- expand their development as educated global citizens
- develop balance and broaden their understanding of themselves and the world
- develop higher-level thinking and learning skills

The following are possible areas of focus in Literary Studies 10:

- genre-specific studies—poetry, short stories, novels, drama, graphic novels, children’s literature
- American literature
- British literature
- thematic studies
- specific author studies

BIG IDEAS

The exploration of **text** and **story** deepens our understanding of diverse, complex ideas about identity, others, and the world.

People understand text differently depending on their world views and perspectives.

Texts are socially, culturally, geographically, and historically constructed.

Language shapes ideas and influences others.

Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens.

Learning Standards

| Curricular Competencies | Content |
|---|--|
| <p><i>Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:</i></p> <p>Comprehend and connect (reading, listening, viewing)</p> <ul style="list-style-type: none"> • Read for enjoyment and to achieve personal goals • Recognize and appreciate the role of story, narrative, and oral tradition in expressing perspectives, values, beliefs, and points of view • Recognize and appreciate the diversity within and across societies as represented in texts • Recognize and appreciate the influence of land/place in literary texts • Access information for diverse purposes and from a variety of sources to inform writing • Explore the relevance, accuracy, and reliability of texts | <p><i>Students are expected to know the following:</i></p> <p>Text forms and genres</p> <p>Text features and structures</p> <ul style="list-style-type: none"> • narrative structures found in historical texts <p>Strategies and processes</p> <ul style="list-style-type: none"> • reading strategies • oral language strategies • metacognitive strategies • writing processes • design processes <p>Language features, structures, and</p> |

| | |
|--|--|
| <ul style="list-style-type: none"> ● Apply appropriate strategies to comprehend written, oral, visual, and multimodal texts ● Recognize and appreciate how different forms, formats, structures, and features of texts enhance and shape meaning and impact ● Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts ● Recognize personal, social, and cultural contexts, as well as values and perspectives in texts ● Explore how language constructs personal and cultural identities | <p>conventions</p> <ul style="list-style-type: none"> ● language features ● elements of style ● exploration of voice ● usage and conventions |
|--|--|

LITERARY STUDIES 11

Literary Studies 11 allows students to delve deeply into literature. Students can explore specific themes, periods, authors, or areas of the world through literary works (fiction and nonfiction) in a variety of media. Giving students the choice of a range of literary topics allows them to follow their passion and at the same time:

- increase their literacy skills through close reading of appropriately challenging texts
- enhance their development of the English Language Arts curricular competencies, both expressive and receptive
- expand their development as educated global citizens
- develop balance and broaden their understanding of themselves and the world
- further develop higher-level thinking and learning skills

The following are possible areas of focus in Literary Studies 11:

- canonical literature by era (Middle Ages, Renaissance, Restoration, Romantic, Victorian, 20th century)
- genre-specific studies (poetry, short stories, novels, drama, graphic novels, children's literature)
- world literature
- American literature
- British literature
- specific author studies
- specific topic, theme, or inquiry
- literature by era (Middle Ages, Renaissance, Restoration, Romantic, Victorian, 20th century)

BIG IDEAS

| | | | | |
|--|---|--|--|--|
| The exploration of text and story deepens our understanding of diverse, complex ideas about identity, others, and the world. | People understand text differently depending on their worldviews and perspectives. | Texts are socially, culturally, geographically, and historically constructed. | Language shapes ideas and influences others. | Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens. |
|--|---|--|--|--|

Learning Standards

| Curricular Competencies | Content |
|--|---|
| <p><i>Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:</i></p> <p>Comprehend and connect (reading, listening, viewing)</p> <ul style="list-style-type: none"> • Read for enjoyment and to achieve personal goals • Recognize and understand the role of story, narrative, and oral tradition in expressing perspectives, values, beliefs, and points of view • Recognize and understand the diversity within and across societies as represented in texts • Understand the influence of land/place in literary texts • Access information for diverse purposes and from a variety of sources • Evaluate the relevance, accuracy, and reliability of texts | <p><i>Students are expected to know the following:</i></p> <p>Text forms and genres</p> <p>Text features and structures</p> <ul style="list-style-type: none"> • form, function, and genre of texts • elements of visual/graphic texts • narrative structures found in historical texts <p>Strategies and processes</p> <ul style="list-style-type: none"> • reading strategies |

| | |
|--|---|
| <ul style="list-style-type: none"> ● Apply appropriate strategies in a variety of contexts to comprehend written, oral, visual, and multimodal texts, to guide inquiry, and to extend thinking ● Recognize and understand how different forms, formats, structures, and features of texts enhance and shape meaning and impact ● Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts ● Recognize and understand personal, social, and cultural contexts, values, and perspectives in texts, including culture, gender, sexual orientation, and socio-economic factors ● Recognize and understand how language constructs personal, social, and cultural identities ● Construct meaningful personal connections between self, text, and world ● Evaluate how text structures, literary elements, techniques, and devices enhance and shape meaning and impact ● Discern nuances in the meanings of words, considering social, political, historical, and literary contexts ● Identify bias, contradictions, distortions, and omissions <p>Create and communicate (writing, speaking, representing)</p> <ul style="list-style-type: none"> ● Respectfully exchange ideas and viewpoints from diverse perspectives to build shared understandings and extend thinking ● Respond to text in personal, creative, and critical ways ● Demonstrate speaking and listening skills in a variety of formal and informal contexts for a range of purposes ● Use writing and design processes to plan, develop, and create engaging and meaningful texts for a variety of purposes and audiences ● Express and support an opinion with evidence ● Reflect on, assess, and refine texts to improve clarity, effectiveness, and impact ● Use the conventions of spelling, grammar, and punctuation proficiently and as appropriate to the context ● Use acknowledgements and citations to recognize intellectual property rights ● Transform ideas and information to create original texts, using various genres, forms, structures, and styles | <ul style="list-style-type: none"> ● oral language strategies ● metacognitive strategies ● writing processes ● design processes <p>Language features, structures, and conventions</p> <ul style="list-style-type: none"> ● elements of style ● usage and conventions ● citation techniques ● literary elements and devices ● literal meaning and inferential meaning |
|--|---|

LITERARY STUDIES 12

Literary Studies 12 allows students to delve more deeply into literature through increasingly complex texts. Students can explore specific themes, periods, authors, or areas of the world through literary works (fiction and nonfiction) in a variety of media. Giving students the choice of a range of literary topics allows them to follow their passion and at the same time:

- increase their literacy skills through close reading of appropriately challenging texts
- enhance their development of the English Language Arts curricular competencies, both expressive and receptive
- expand their development as educated global citizens
- develop balance and broaden their understanding of themselves and the world
- further refine higher-level thinking and learning skills

The following are possible areas of focus in Literary Studies 12:

- genre-specific studies – poetry, short stories, novels, drama, graphic novels, children’s literature
- world literature
- American literature
- British literature
- specific author studies
- topic, theme, or inquiry
- canonical literature by era—Middle Ages, Renaissance, Restoration, Romantic, Victorian, 20th century

BIG IDEAS

| | | | | |
|---|--|---|---|---|
| <p>The exploration of text and story deepens our understanding of diverse, complex ideas about identity, others, and the world.</p> | <p>People understand text differently depending on their worldviews and perspectives.</p> | <p>Texts are socially, culturally, geographically, and historically constructed.</p> | <p>Language shapes ideas and influences others.</p> | <p>Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens.</p> |
|---|--|---|---|---|

Learning Standards

| Curricular Competencies | Content |
|---|--|
| <p><i>Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:</i></p> <p>Comprehend and connect (reading, listening, viewing)</p> <ul style="list-style-type: none"> • Read for enjoyment and to achieve personal goals • Understand and appreciate the role of story, narrative, and oral tradition in expressing perspectives, values, beliefs, and points of view • Understand the diversity within and across societies as represented in texts • Understand the influence of land/place in literary texts • Use information for diverse purposes and from a variety of sources • Evaluate the relevance, accuracy, and reliability of texts • Select and apply appropriate strategies in a variety of contexts to comprehend written, oral, visual, and multimodal texts, to guide inquiry, and to transform thinking | <p><i>Students are expected to know the following:</i></p> <p>Text forms and genres</p> <p>Appropriation and reclamation of voice</p> <p>The evolution of language</p> <p>Text features and structures</p> <ul style="list-style-type: none"> • form, function, and genre of texts • features and structures of historical texts • narrative structures found in historical texts <p>Strategies and processes</p> <ul style="list-style-type: none"> • multimodal writing strategies |

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| <ul style="list-style-type: none"> • Understand and appreciate how different forms, formats, structures, and features of texts reflect a variety of purposes, audiences, and messages • Think critically, creatively, and reflectively to analyze ideas within, between, and beyond texts • Recognize and analyze personal, social, cultural contexts, values, and perspectives in texts, including culture, gender, sexual orientation, and socio-economic status • Appreciate and understand how language constructs personal, social, and cultural identities | <ul style="list-style-type: none"> • metacognitive strategies • writing processes • reading strategies • oral language strategies <p>Language features, structures, and conventions</p> <ul style="list-style-type: none"> • elements of style • usage and conventions • citation techniques • literary elements and devices |
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SPOKEN LANGUAGE 10

Spoken Language 10 is designed to support students in their development of spoken communication through processes of questioning, exploring, and sampling. The course builds students' spoken language competencies by introducing them to varied structures, forms, and styles of oral compositions and by providing opportunities for students to individually and collaboratively study, draft, and use language to create original pieces in a variety of modes. This area of choice will also provide students with opportunities for performance, storytelling, and public speaking.

The following are possible areas of focus in Spoken Language 10:

- Performance—spoken word/slam poetry, poetry recitation, oral storytelling, readers' theatre, radio/podcasts/video posts related to historical themes
- Professional applications—speech writing/presenting, proposals, interviewing, event facilitation, radio/podcasts/video posts (information items) related to historical themes

BIG IDEAS

The exploration of text and story deepens our understanding of diverse, complex ideas about identity, others, and the world.

People understand text differently depending on their world views and perspectives.

Texts are socially, culturally, geographically, and historically constructed.

Language shapes ideas and influences others.

Voice is powerful and evocative.

Learning Standards

| Curricular Competencies | Content |
|---|---|
| <p><i>Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:</i></p> <p>Comprehend and connect (reading, listening, viewing)</p> <ul style="list-style-type: none"> • Recognize and appreciate the role of story, narrative, and oral tradition in expressing historical perspectives, values, beliefs, and points of view • Recognize and appreciate the diversity among cultures, as represented in oral and other texts • Access information for diverse purposes and from a variety of sources to inform writing • Apply appropriate strategies to comprehend written, oral, visual, and multimodal texts • Recognize and appreciate how different forms, formats, structures, and features of texts enhance and shape meaning and impact • Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts • Explore the role of personal and social contexts, values, and perspectives in texts • Explore how language constructs personal and cultural identities • Construct meaningful personal connections between self, text, and world | <p><i>Students are expected to know the following:</i></p> <p>Text forms and text genres, including creative spoken forms</p> <p>Text features and structures</p> <ul style="list-style-type: none"> • oral text features and structures • narrative structures found in historical texts • oral traditions and oral texts <p>Strategies and processes</p> <ul style="list-style-type: none"> • reading strategies • oral language strategies • metacognitive strategies • writing processes • presentation techniques <p>Language features, structures, and conventions</p> <ul style="list-style-type: none"> • features of oral language • elements of style • rhetorical devices • persuasive techniques • usage and conventions |

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| <ul style="list-style-type: none"> ● Identify bias, contradictions, and distortions <p>Create and communicate (writing, speaking, representing)</p> <ul style="list-style-type: none"> ● Respectfully exchange ideas and viewpoints from diverse perspectives to build shared understanding and extend thinking ● Assess and refine texts to improve clarity and impact ● Demonstrate speaking and listening skills in a variety of formal and informal contexts for a range of purposes ● Explore appropriate spoken language formats for intended purposes ● Use writing and design processes to plan, develop, and create spoken language and other texts for a variety of purposes and audiences ● Express and support an opinion with evidence ● Use the conventions of spelling, grammar, and punctuation proficiently and as appropriate to the context ● Use acknowledgements and citations to recognize intellectual property rights ● Transform ideas and information to create original texts | <ul style="list-style-type: none"> ● literary elements and devices ● literal and figurative meaning ● citation techniques |
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SPOKEN LANGUAGE 11

Spoken Language 11 is designed to support students as they refine, clarify, and adjust their spoken communication through practice and revision. The course provides opportunities for students to, with increasing independence, study, create, write, and present original and authentic pieces for a range of purposes and real-world audiences. They will expand their competencies through processes of drafting, reflecting, and revising to build a body of work that demonstrates expanding breadth, depth, and evidence of spoken language genres for a range of situations. They will develop confidence in their abilities as they consolidate their spoken language skills.

The following are possible areas of focus in Spoken Language 11:

- performance – suggested content/topics include spoken word/slam poetry, poetry recitation, oral storytelling, readers’ theatre, radio/podcasts/video posts
- oral tradition – suggested content/topics include oratory, local story knowledge, oral history
- professional applications – suggested content/topics include speech writing/presenting, proposals, interviewing, event facilitation, radio/podcasts/video posts (information items), voice-overs

BIG IDEAS

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| The exploration of text and story deepens our understanding of diverse, complex ideas about identity, others, and the world. | People understand text differently depending on their worldviews and perspectives. | Texts are socially, culturally, geographically, and historically constructed. | Language shapes ideas and influences others. | Voice is powerful and evocative. |
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Learning Standards

| Curricular Competencies | Content |
|---|--|
| <p><i>Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:</i></p> <p>Comprehend and connect (reading, listening, viewing)</p> <ul style="list-style-type: none"> • Read for enjoyment and to achieve personal goals • Recognize and understand the role of story, narrative, and oral tradition in expressing historical perspectives, values, beliefs, and points of view • Recognize and understand the diversity within and across societies as represented in texts • Understand the influence of land/place in literary texts • Access information for diverse purposes and from a variety of sources • Evaluate the relevance, accuracy, and reliability of texts • Apply appropriate strategies in a variety of contexts to comprehend written, oral, visual, and multimodal texts, to guide inquiry, and to extend thinking • Recognize and understand how various forms, formats, structures, and features of texts enhance and shape meaning and impact • Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts | <p><i>Students are expected to know the following:</i></p> <p>Text forms and genres including creative spoken forms</p> <p>Text features and structures</p> <ul style="list-style-type: none"> • form, function, and genre of texts • oral language features and structures • narrative structures found in historical texts • oral tradition in historical texts <p>Strategies and processes</p> <ul style="list-style-type: none"> • reading strategies • oral language strategies • metacognitive strategies • writing processes • presentation techniques <p>Language features, structures, and conventions</p> |

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| <ul style="list-style-type: none"> ● Recognize and identify the role of personal, social, and cultural contexts, values, and perspectives in texts ● Recognize and understand how language constructs personal, social, and cultural identities ● Construct meaningful personal connections between self, text, and world ● Evaluate how literary elements, techniques, and devices enhance and shape meaning and impact ● Recognize an increasing range of text structures and understand how they contribute to meaning ● Identify bias, contradictions, distortions, and omissions <p>Create and communicate (writing, speaking, representing)</p> <ul style="list-style-type: none"> ● Respectfully exchange ideas and viewpoints from diverse perspectives to build shared understanding and extend thinking ● Respond to text in personal, creative, and critical ways ● Demonstrate speaking and listening skills in a variety of formal and informal contexts for a range of purposes ● Select and apply appropriate spoken language formats for intended purposes ● Use writing and design processes to plan, develop, and create spoken language and other texts for a variety of purposes and audiences ● Express and support an opinion with evidence ● Assess and refine oral texts to improve clarity, effectiveness, and impact ● Use the conventions of spelling, grammar, and punctuation proficiently and as appropriate to the context ● Use acknowledgements and citations to recognize intellectual property rights ● Transform ideas and information to create original texts, using various genres, forms, structures, and styles ● Experiment with genres, forms, or styles of creative and communicative texts | <ul style="list-style-type: none"> ● features of oral language ● elements of style ● rhetorical devices ● persuasive techniques ● usage and conventions ● citation techniques ● literary elements and devices ● literal and figurative meaning <p>Language features, structures, and conventions</p> <ul style="list-style-type: none"> ● features of oral language ● elements of style ● rhetorical devices ● persuasive techniques ● usage and conventions ● citation techniques ● literary elements and devices ● literal and figurative meaning |
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SPOKEN LANGUAGE 12

Spoken Language 12 is designed to support students in the refinement of spoken language forms. The course provides opportunities for students, with increasing independence and self-sufficiency, to study, create, write, and present original and authentic pieces for a range of purposes and audiences using real-world applications with impact and effectiveness. They will develop their craft through processes of drafting, reflecting, revising, and practising to build a body of publishable and/or performance-based work that demonstrates breadth, depth, and evidence of sophisticated and specialized spoken language pieces for a range of situations.

The following are possible areas of focus in Spoken Language 12:

- performance – suggested content/topics include spoken word/slam poetry, poetry recitation, oral storytelling, readers’ theatre, radio/podcasts/video posts
- oral tradition – suggested content/topics include oratory, local story knowledge, oral history
- professional applications – suggested content/topics include speech writing/presenting, proposals, interviewing, event facilitation, radio/podcasts/video posts (information items), voice-overs

BIG IDEAS

The exploration of **text** and **story** deepens our understanding of diverse, complex ideas about identity, others, and the world.

People understand **text** differently depending on their worldviews and perspectives.

Texts are socially, culturally, geographically, and historically constructed.

Language shapes ideas and influences others.

Voice is powerful and evocative.

Learning Standards

| Curricular Competencies | Content |
|---|--|
| <p><i>Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:</i></p> <p>Comprehend and connect (reading, listening, viewing)</p> <ul style="list-style-type: none"> • Read for enjoyment and to achieve personal goals • Understand and appreciate the role of story, narrative, and oral tradition in expressing historical perspectives, values, beliefs, and points of view • Understand the diversity within and across societies as represented in texts • Understand the influence of land/place in literary texts • Use information for diverse purposes and from a variety of sources • Evaluate the relevance, accuracy, and reliability of texts • Select and apply appropriate strategies in a variety of contexts to comprehend written, oral, visual, and multimodal texts, to guide inquiry, and to transform thinking • Understand and appreciate how different forms, formats, structures, and features of texts reflect a variety of purposes, audiences, and messages • Think critically, creatively, and reflectively to analyze ideas within, between, and beyond texts | <p><i>Students are expected to know the following:</i></p> <p>Text forms and genres</p> <p>Creative spoken genres</p> <p>Text features and structures</p> <ul style="list-style-type: none"> • Oral language features and structures • form, function, and genre of texts • features and structures of historical texts • narrative structures found in historical texts • oral tradition in historical texts <p>Strategies and processes</p> <ul style="list-style-type: none"> • multimodal writing strategies • metacognitive strategies • writing processes • reading strategies • oral language strategies • presentation techniques |

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|---|---|
| <ul style="list-style-type: none"> ● Identify and understand the role of personal, social, and cultural contexts, values, and perspectives in texts` ● Appreciate and understand how language constructs personal, social, and cultural identities ● Construct meaningful personal connections between self, text, and world ● Evaluate how techniques and devices enhance and shape meaning and impact <p>Create and communicate (writing, speaking, representing)</p> <ul style="list-style-type: none"> ● Respectfully exchange ideas and viewpoints from diverse perspectives to build shared understanding and transform thinking ● Respond to text in personal, creative, and critical ways ● Select and apply speaking and listening skills in a variety of formal and informal contexts for a range of purposes ● Select and apply appropriate spoken language formats for an intended purpose ● Use writing and design processes to plan, develop, and create engaging and meaningful texts for a variety of purposes and audiences ● Express and support an opinion with evidence to achieve purpose ● Evaluate and refine oral texts to improve clarity, effectiveness, and impact ● Use the conventions of spelling, grammar, and punctuation proficiently and as appropriate to the context ● Use acknowledgements and citations to recognize intellectual property rights ● Transform ideas and information to create original texts, using various genres, forms, structures, and styles | <p>Language features, structures, and conventions</p> <ul style="list-style-type: none"> ● features of oral language ● elements of style ● usage and conventions ● citation techniques ● literary elements and devices ● literal and figurative meaning |
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BIG IDEAS

Numbers represent quantities that can be decomposed into smaller parts.

One-to-one correspondence and a sense of 5 and 10 are essential for **fluency** with numbers.

Repeating elements in **patterns** can be identified.

Objects have **attributes** that can be described, measured, and compared.

Familiar events can be described as likely or unlikely and compared.

Learning Standards

| Curricular Competencies | Content |
|---|--|
| <p><i>Students are expected to do the following:</i></p> <p>Reasoning and analyzing</p> <ul style="list-style-type: none"> • Use reasoning to explore and make connections • Estimate reasonably • Develop mental math strategies and abilities to make sense of quantities • Use technology to explore mathematics • Model mathematics in contextualized experiences <p>Understanding and solving</p> <ul style="list-style-type: none"> • Develop, demonstrate, and apply mathematical understanding through play, inquiry, and problem solving • Visualize to explore mathematical concepts • Develop and use multiple strategies to engage in problem solving • Engage in problem-solving experiences that are connected to place, story, cultural practices, the local community, and other cultures <p>Communicating and representing</p> <ul style="list-style-type: none"> • Communicate mathematical thinking in many ways • Use mathematical vocabulary and language to contribute to mathematical discussions • Explain and justify mathematical ideas and decisions • Represent mathematical ideas in concrete, pictorial, and symbolic forms <p>Connecting and reflecting</p> <ul style="list-style-type: none"> • Reflect on mathematical thinking • Connect mathematical concepts to each other and to other areas and personal interests • Incorporate different worldviews and perspectives to make connections to mathematical concepts | <p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • number concepts to 10 • ways to make 5 • decomposition of numbers to 10 • repeating patterns with two or three elements • change in quantity to 10, using concrete materials • equality as a balance and inequality as an imbalance • direct comparative measurement (e.g., linear, mass, capacity) • single attributes of 2D shapes and 3D objects • concrete or pictorial graphs as a visual tool • likelihood of familiar life events • financial literacy – attributes of coins, and financial role-play |

BIG IDEAS

Numbers to 20 represent quantities that can be decomposed into 10s and 1s.

Addition and subtraction with numbers to 10 can be modelled concretely, pictorially, and symbolically to develop computational **fluency**.

Repeating elements in **patterns** can be identified.

Objects and shapes have **attributes** that can be described, measured, and compared.

Concrete graphs help us to compare and interpret **data** and show one-to-one correspondence.

Learning Standards

| Curricular Competencies | Content |
|---|--|
| <p><i>Students are expected to do the following:</i></p> <p>Reasoning and analyzing</p> <ul style="list-style-type: none"> • Use reasoning to explore and make connections • Estimate reasonably • Develop mental math strategies and abilities to make sense of quantities • Use technology to explore mathematics • Model mathematics in contextualized experiences <p>Understanding and solving</p> <ul style="list-style-type: none"> • Develop, demonstrate, and apply mathematical understanding through play, inquiry, and problem solving • Visualize to explore mathematical concepts • Develop and use multiple strategies to engage in problem solving • Engage in problem-solving experiences that are connected to place, story, cultural practices, and perspectives relevant to local communities, and other cultures <p>Communicating and representing</p> <ul style="list-style-type: none"> • Communicate mathematical thinking in many ways • Use mathematical vocabulary and language to contribute to mathematical discussions • Explain and justify mathematical ideas and decisions • Represent mathematical ideas in concrete, pictorial, and symbolic forms <p>Connecting and reflecting</p> <ul style="list-style-type: none"> • Reflect on mathematical thinking • Connect mathematical concepts to each other and to other areas and personal interests • Incorporate Students worldviews and perspectives to make connections to mathematical concepts | <p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • number concepts to 20 • ways to make 10 • addition and subtraction to 20 (understanding of operation and process) • repeating patterns with multiple elements and attributes • change in quantity to 20, concretely and verbally • meaning of equality and inequality • direct measurement with non-standard units (non-uniform and uniform) • comparison of 2D shapes and 3D objects • concrete graphs, using one-to-one correspondence • likelihood of familiar life events, using comparative language • financial literacy – values of coins, and monetary exchanges |

BIG IDEAS

Numbers to 100 represent quantities that can be decomposed into 10s and 1s.

Development of computational **fluency** in addition and subtraction with numbers to 100 requires an understanding of place value.

The regular change in increasing **patterns** can be identified and used to make generalizations.

Objects and shapes have **attributes** that can be described, measured, and compared.

Concrete items can be represented, compared, and interpreted pictorially in **graphs**.

Learning Standards

| Curricular Competencies | Content |
|---|---|
| <p><i>Students are expected to do the following:</i></p> <p>Reasoning and analyzing</p> <ul style="list-style-type: none"> • Use reasoning to explore and make connections • Estimate reasonably • Develop mental math strategies and abilities to make sense of quantities • Use technology to explore mathematics • Model mathematics in contextualized experiences <p>Understanding and solving</p> <ul style="list-style-type: none"> • Develop, demonstrate, and apply mathematical understanding through play, inquiry, and problem solving • Visualize to explore mathematical concepts • Develop and use multiple strategies to engage in problem solving • Engage in problem-solving experiences that are connected to place, story, cultural practices, and perspectives relevant to local communities, and other cultures <p>Communicating and representing</p> <ul style="list-style-type: none"> • Communicate mathematical thinking in many ways • Use mathematical vocabulary and language to contribute to mathematical discussions • Explain and justify mathematical ideas and decisions • Represent mathematical ideas in concrete, pictorial, and symbolic forms <p>Connecting and reflecting</p> <ul style="list-style-type: none"> • Reflect on mathematical thinking • Connect mathematical concepts to each other and to other areas and personal interests • Incorporate Students worldviews and perspectives to make connections to mathematical concepts | <p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • number concepts to 100 • benchmarks of 25, 50, and 100 and personal referents • addition and subtraction facts to 20 (introduction of computational strategies) • addition and subtraction to 100 • repeating and increasing patterns • change in quantity, using pictorial and symbolic representation • symbolic representation of equality and inequality • direct linear measurement, introducing standard metric units • multiple attributes of 2D shapes and 3D objects • pictorial representation of concrete graphs, using one-to-one correspondence • likelihood of familiar life events, using comparative language • financial literacy – coin combinations to 100 cents, and spending and saving |

BIG IDEAS

Fractions are a type of **number** that can represent quantities.

Development of computational fluency in addition, subtraction, multiplication, and division of whole numbers requires flexible decomposing and composing.

Regular increases and decreases in **patterns** can be identified and used to make generalizations.

Standard units are used to describe, measure, and compare **attributes** of objects' shapes.

The likelihood of possible **outcomes** can be examined, compared, and interpreted.

Learning Standards

| Curricular Competencies | Content |
|---|---|
| <p><i>Students are expected to do the following:</i></p> <p>Reasoning and analyzing</p> <ul style="list-style-type: none"> • Use reasoning to explore and make connections • Estimate reasonably • Develop mental math strategies and abilities to make sense of quantities • Use technology to explore mathematics • Model mathematics in contextualized experiences <p>Understanding and solving</p> <ul style="list-style-type: none"> • Develop, demonstrate, and apply mathematical understanding through play, inquiry, and problem solving • Visualize to explore mathematical concepts • Develop and use multiple strategies to engage in problem solving • Engage in problem-solving experiences that are connected to place, story, cultural practices, and perspectives relevant to local communities, and other cultures <p>Communicating and representing</p> <ul style="list-style-type: none"> • Communicate mathematical thinking in many ways • Use mathematical vocabulary and language to contribute to mathematical discussions • Explain and justify mathematical ideas and decisions • Represent mathematical ideas in concrete, pictorial, and symbolic forms <p>Connecting and reflecting</p> <ul style="list-style-type: none"> • Reflect on mathematical thinking • Connect mathematical concepts to each other and to other areas and personal interests • Incorporate students worldviews and perspectives to make connections to mathematical concepts | <p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • number concepts to 1000 • fraction concepts • addition and subtraction to 1000 • addition and subtraction facts to 20 (emerging computational fluency) • multiplication and division concepts • increasing and decreasing patterns • pattern rules using words and numbers, based on concrete experiences • one-step addition and subtraction equations with an unknown number • measurement, using standard units (linear, mass, and capacity) • time concepts • construction of 3D shapes • one-to-one correspondence with bar graphs, pictographs, charts, and tables • likelihood of simulated events, using comparative language • financial literacy – fluency with coins and bills to 100 dollars, and earning and payment |

BIG IDEAS

Fractions and decimals are types of **numbers** that can represent quantities.

Development of computational **fluency** and multiplicative thinking requires analysis of patterns and relations in multiplication and division.

Regular changes in **patterns** can be identified and represented using tools and tables.

Polygons are closed shapes with similar **attributes** that can be described, measured, and compared.

Analyzing and interpreting experiments in **data** probability develops an understanding of chance.

Learning Standards

| Curricular Competencies | Content |
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| <p><i>Students are expected to do the following:</i></p> <p>Reasoning and analyzing</p> <ul style="list-style-type: none"> • Use reasoning to explore and make connections • Estimate reasonably • Develop mental math strategies and abilities to make sense of quantities • Use technology to explore mathematics • Model mathematics in contextualized experiences <p>Understanding and solving</p> <ul style="list-style-type: none"> • Develop, demonstrate, and apply mathematical understanding through play, inquiry, and problem solving • Visualize to explore mathematical concepts • Develop and use multiple strategies to engage in problem solving • Engage in problem-solving experiences that are connected to place, story, cultural practices, and perspectives relevant to local communities, and other cultures <p>Communicating and representing</p> <ul style="list-style-type: none"> • Communicate mathematical thinking in many ways • Use mathematical vocabulary and language to contribute to mathematical discussions • Explain and justify mathematical ideas and decisions • Represent mathematical ideas in concrete, pictorial, and symbolic forms <p>Connecting and reflecting</p> <ul style="list-style-type: none"> • Reflect on mathematical thinking • Connect mathematical concepts to each other and to other areas and personal interests • Incorporate Student worldviews and perspectives to make connections to mathematical concepts | <p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • number concepts to 10 000 • decimals to hundredths • ordering and comparing fractions • addition and subtraction to 10 000 • multiplication and division of two- or three-digit numbers by one-digit numbers • addition and subtraction of decimals to hundredths • addition and subtraction facts to 20 (developing computational fluency) • multiplication and division facts to 100 (introductory computational strategies) • increasing and decreasing patterns, using tables and charts • algebraic relationships among quantities • one-step equations with an unknown number, using all operations • how to tell time with analog and digital clocks, using 12- and 24-hour clocks • regular and irregular polygons • perimeter of regular and irregular shapes • line symmetry • one-to-one correspondence and |

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| | <p>many-to-one correspondence, using bar graphs and pictographs</p> <ul style="list-style-type: none"> • probability experiments • financial literacy — monetary calculations, including making change with amounts to 100 dollars and making simple financial decisions |
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BIG IDEAS

Numbers describe quantities that can be represented by equivalent fractions.

Computational **fluency** and flexibility with numbers extend to operations with larger (multi-digit) numbers.

Identified regularities in number **patterns** can be expressed in tables.

Closed shapes have **area and perimeter** that can be described, measured, and compared.

Data represented in graphs can be used to show many-to-one correspondence.

Learning Standards

| Curricular Competencies | Content |
|--|--|
| <p><i>Students are expected to do the following:</i></p> <p>Reasoning and analyzing</p> <ul style="list-style-type: none"> • Use reasoning to explore and make connections • Estimate reasonably • Develop mental math strategies and abilities to make sense of quantities • Use technology to explore mathematics • Model mathematics in contextualized experiences <p>Understanding and solving</p> <ul style="list-style-type: none"> • Develop, demonstrate, and apply mathematical understanding through play, inquiry, and problem solving • Visualize to explore mathematical concepts • Develop and use multiple strategies to engage in problem solving • Engage in problem-solving experiences that are connected to place, story, cultural practices, and perspectives relevant to local communities, Communicating and representing • Communicate mathematical thinking in many ways • Use mathematical vocabulary and language to contribute to mathematical discussions • Explain and justify mathematical ideas and decisions • Represent mathematical ideas in concrete, pictorial, and symbolic forms <p>Connecting and reflecting</p> <ul style="list-style-type: none"> • Reflect on mathematical thinking • Connect mathematical concepts to each other and to other areas and personal interests • Incorporate worldviews and perspectives to make connections to mathematical concepts | <p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • number concepts to 1 000 000 • decimals to thousandths • equivalent fractions • whole-number, fraction, and decimal benchmarks • addition and subtraction of whole numbers to 1 000 000 • multiplication and division to three digits, including division with remainders • addition and subtraction of decimals to thousandths • addition and subtraction facts to 20 (extending computational fluency) • multiplication and division facts to 100 (emerging computational fluency) • rules for increasing and decreasing patterns with words, numbers, symbols, and variables • one-step equations with variables • area measurement of squares and rectangles • relationships between area and perimeter • duration, using measurement of time • classification of prisms and pyramids • single transformations • one-to-one correspondence and many-to-one |

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| | <p>correspondence, using double bar graphs</p> <ul style="list-style-type: none"> • probability experiments, single events or outcomes • financial literacy — monetary calculations, including making change with amounts to 1000 dollars and developing simple financial plans |
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BIG IDEAS

Mixed **numbers** and decimal numbers represent quantities that can be decomposed into parts and wholes.

Computational **fluency** and flexibility with numbers extend to operations with whole numbers and decimals.

Linear relations can be identified and represented using expressions with variables and line graphs and can be used to form generalizations.

Properties of objects and shapes can be described, measured, and compared using volume, area, perimeter, and angles.

Data from the results of an experiment can be used to predict the theoretical probability of an event and to compare and interpret.

Learning Standards

| Curricular Competencies | Content |
|---|--|
| <p><i>Students are expected to do the following:</i></p> <p>Reasoning and analyzing</p> <ul style="list-style-type: none"> • Use logic and patterns to solve puzzles and play games • Use reasoning and logic to explore, analyze, and apply mathematical ideas • Estimate reasonably • Demonstrate and apply mental math strategies • Use tools or technology to explore and create patterns and relationships, and test conjectures • Model mathematics in contextualized experiences <p>Understanding and solving</p> <ul style="list-style-type: none"> • Apply multiple strategies to solve problems in both abstract and contextualized situations • Develop, demonstrate, and apply mathematical understanding through play, inquiry, and problem solving • Visualize to explore mathematical concepts • Engage in problem-solving experiences that are connected to place, story, cultural practices, and perspectives relevant to local communities, and other cultures <p>Communicating and representing</p> <ul style="list-style-type: none"> • Use mathematical vocabulary and language to contribute to mathematical discussions • Explain and justify mathematical ideas and decisions • Communicate mathematical thinking in many ways • Represent mathematical ideas in concrete, pictorial, and symbolic forms <p>Connecting and reflecting</p> <ul style="list-style-type: none"> • Reflect on mathematical thinking • Connect mathematical concepts to each other and to other areas and personal interests • Use mathematical arguments to support personal choices • Incorporate worldviews and perspectives to make connections to mathematical concepts | <p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • small to large numbers (thousandths to billions) • multiplication and division facts to 100 (developing computational fluency) • order of operations with whole numbers • factors and multiples — greatest common factor and least common multiple • improper fractions and mixed numbers • introduction to ratios • whole-number percents and percentage discounts • multiplication and division of decimals • increasing and decreasing patterns, using expressions, tables, and graphs as functional relationships • one-step equations with whole-number coefficients and solutions • perimeter of complex shapes • area of triangles, parallelograms, and trapezoids • angle measurement and classification • volume and capacity • triangles • combinations of transformations • line graphs |

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| | <ul style="list-style-type: none">• single-outcome probability, both theoretical and experimental• financial literacy – simple budgeting and consumer math |
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BIG IDEAS

Linear relations can be represented in many connected ways to identify regularities and make generalizations.

The constant ratio between the circumference and diameter of circles can be used to describe, measure, and compare **spatial relationships**.

Data from circle graphs can be used to illustrate proportion and to compare and interpret.

Learning Standards

| Curricular Competencies | Content |
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| <p><i>Students are expected to do the following:</i></p> <p>Reasoning and analyzing</p> <ul style="list-style-type: none"> • Use logic and patterns to solve puzzles and play games • Use reasoning and logic to explore, analyze, and apply mathematical ideas • Estimate reasonably • Demonstrate and apply mental math strategies • Use tools or technology to explore and create patterns and relationships, and test conjectures • Model mathematics in contextualized experiences <p>Understanding and solving</p> <ul style="list-style-type: none"> • Apply multiple strategies to solve problems in both abstract and contextualized situations • Develop, demonstrate, and apply mathematical understanding through play, inquiry, and problem solving • Visualize to explore mathematical concepts • Engage in problem-solving experiences that are connected to place, story, cultural practices, and perspectives relevant to local communities, the local community, and other cultures <p>Communicating and representing</p> <ul style="list-style-type: none"> • Use mathematical vocabulary and language to contribute to mathematical discussions • Explain and justify mathematical ideas and decisions • Communicate mathematical thinking in many ways • Represent mathematical ideas in concrete, pictorial, and symbolic forms <p>Connecting and reflecting</p> <ul style="list-style-type: none"> • Reflect on mathematical thinking • Connect mathematical concepts to each other and to other areas and personal interests • Use mathematical arguments to support personal choices • Incorporate worldviews and perspectives to make connections to mathematical concepts | <p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • multiplication and division facts to 100 (extending computational fluency) • operations with integers (addition, subtraction, multiplication, division, and order of operations) • operations with decimals (addition, subtraction, multiplication, division, and order of operations) • relationships between decimals, fractions, ratios, and percents • discrete linear relations, using expressions, tables, and graphs • two-step equations with whole-number coefficients, constants, and solutions • circumference and area of circles • volume of rectangular prisms and cylinders • Cartesian coordinates and graphing • combinations of transformations • circle graphs • experimental probability with two independent events • financial literacy – financial percentage |

BIG IDEAS

| | | | | |
|---|---|--|--|--|
| Number represents, describes, and compares the quantities of ratios, rates, and percents. | Computational fluency and flexibility extend to operations with fractions. | Discrete linear relationships can be represented in many connected ways and used to identify and make generalizations. | The relationship between surface area and volume of 3D objects can be used to describe, measure, and compare spatial relationships. | Analyzing data by determining averages is one way to make sense of large data sets and enables us to compare and interpret. |
|---|---|--|--|--|

Learning Standards

| Curricular Competencies | Content |
|--|---|
| <p><i>Students are expected to do the following:</i></p> <p>Reasoning and analyzing</p> <ul style="list-style-type: none"> • Use logic and patterns to solve puzzles and play games • Use reasoning and logic to explore, analyze, and apply mathematical ideas • Estimate reasonably • Demonstrate and apply mental math strategies • Use tools or technology to explore and create patterns and relationships, and test conjectures • Model mathematics in contextualized experiences <p>Understanding and solving</p> <ul style="list-style-type: none"> • Apply multiple strategies to solve problems in both abstract and contextualized situations • Develop, demonstrate, and apply mathematical understanding through play, inquiry, and problem solving • Visualize to explore mathematical concepts • Engage in problem-solving experiences that are connected to place, story, cultural practices, and perspectives relevant to local communities, the local community, and other cultures <p>Communicating and representing</p> <ul style="list-style-type: none"> • Use mathematical vocabulary and language to contribute to mathematical discussions • Explain and justify mathematical ideas and decisions • Communicate mathematical thinking in many ways • Represent mathematical ideas in concrete, pictorial, and symbolic forms <p>Connecting and reflecting</p> <ul style="list-style-type: none"> • Reflect on mathematical thinking • Connect mathematical concepts to each other and to other areas and personal interests • Use mathematical arguments to support personal choices • Incorporate worldviews and perspectives to make connections to mathematical concepts | <p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • perfect squares and cubes • square and cube roots • percents less than 1 and greater than 100 (decimal and fractional percents) • numerical proportional reasoning (rates, ratio, proportions, and percent) • operations with fractions (addition, subtraction, multiplication, division, and order of operations) • discrete linear relations (extended to larger numbers, limited to integers) • expressions- writing and evaluating using substitution • two-step equations with integer coefficients, constants, and solutions • surface area and volume of regular solids, including triangular and other right prisms and cylinders • Pythagorean theorem • construction, views, and nets of 3D objects • central tendency • theoretical probability with two independent events • financial literacy – best buys |

BIG IDEAS

The principles and processes underlying operations with **numbers** apply equally to algebraic situations and can be described and analyzed.

Computational fluency and flexibility with numbers extend to operations with rational numbers.

Continuous linear relationships can be identified and represented in many connected ways to identify regularities and make generalizations.

Similar shapes have **proportional relationships** that can be described, measured, and compared.

Analyzing the validity, reliability, and representation of **data** enables us to compare and interpret.

Learning Standards

| Curricular Competencies | Content |
|--|---|
| <p><i>Students are expected to do the following:</i></p> <p>Reasoning and analyzing</p> <ul style="list-style-type: none"> • Use logic and patterns to solve puzzles and play games • Use reasoning and logic to explore, analyze, and apply mathematical ideas • Estimate reasonably • Demonstrate and apply mental math strategies • Use tools or technology to explore and create patterns and relationships, and test conjectures • Model mathematics in contextualized experiences <p>Understanding and solving</p> <ul style="list-style-type: none"> • Apply multiple strategies to solve problems in both abstract and contextualized situations • Develop, demonstrate, and apply mathematical understanding through play, inquiry, and problem solving • Visualize to explore mathematical concepts • Engage in problem-solving experiences that are connected to place, story, cultural practices, and perspectives relevant to local communities, the local community, and other cultures <p>Communicating and representing</p> <ul style="list-style-type: none"> • Use mathematical vocabulary and language to contribute to mathematical discussions • Explain and justify mathematical ideas and decisions • Communicate mathematical thinking in many ways • Represent mathematical ideas in concrete, pictorial, and symbolic forms <p>Connecting and reflecting</p> <ul style="list-style-type: none"> • Reflect on mathematical thinking • Connect mathematical concepts to each other and to other areas and personal interests • Use mathematical arguments to support personal choices • Incorporate worldviews and perspectives to make connections to mathematical concepts | <p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • operations with rational numbers (addition, subtraction, multiplication, division, and order of operations) • exponents and exponent laws with whole-number exponents • operations with polynomials, of degree less than or equal to 2 • two-variable linear relations, using graphing, interpolation, and extrapolation • multi-step one-variable linear equations • spatial proportional reasoning • statistics in society • financial literacy — simple budgets and transactions |

BIG IDEAS

Algebra allows us to **generalize** relationships through abstract thinking.

The meanings of, and **connections** between, each operation extend to powers and polynomials.

Constant rate of change is an essential attribute of linear **relations** and has meaning in different representations and contexts.

Trigonometry involves using **proportional reasoning** to solve **indirect measurement** problems.

Representing and analyzing **situations** allows us to notice and wonder about relationships.

Learning Standards

| Curricular Competencies | Content |
|---|--|
| <p><i>Students are expected to do the following:</i></p> <p>Reasoning and modelling</p> <ul style="list-style-type: none"> • Develop thinking strategies to solve puzzles and play games • Explore, analyze, and apply mathematical ideas using reason, technology, and other tools • Estimate reasonably and demonstrate fluent, flexible, and strategic thinking about number • Model with mathematics in situational contexts • Think creatively and with curiosity and wonder when exploring problems <p>Understanding and solving</p> <ul style="list-style-type: none"> • Develop, demonstrate, and apply mathematical understanding through play, story, inquiry, and problem solving • Visualize to explore and illustrate mathematical concepts and relationships • Apply flexible and strategic approaches to solve problems • Solve problems with persistence and a positive disposition • Engage in problem-solving experiences connected with place, story, cultural practices, and perspectives relevant to local communities, the local community, and other cultures <p>Communicating and representing</p> <ul style="list-style-type: none"> • Explain and justify mathematical ideas and decisions in many ways • Represent mathematical ideas in concrete, pictorial, and symbolic forms • Use mathematical vocabulary and language to contribute to discussions in the classroom • Take risks when offering ideas in classroom discourse <p>Connecting and reflecting</p> <ul style="list-style-type: none"> • Reflect on mathematical thinking • Connect mathematical concepts with each other, other areas, and personal interests • Use mistakes as opportunities to advance learning • Incorporate worldviews, perspectives, knowledge, and practices to make connections with mathematical concepts | <p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • operations on powers with integral exponents • prime factorization • functions and relations: connecting data, graphs, and situations • linear functions: slope and equations of lines • arithmetic sequences • systems of linear equations • multiplication of polynomial expressions • polynomial factoring • primary trigonometric ratios • financial literacy: gross and net pay |

BIG IDEAS

Proportional reasoning is used to make sense of **multiplicative** relationships.

3D objects can be examined mathematically by **measuring** directly and indirectly length, surface area, and volume.

Flexibility with number builds meaning, understanding, and confidence.

Representing and analyzing data allows us to notice and wonder about relationships.

Learning Standards

| Curricular Competencies | Content |
|--|---|
| <p><i>Students are expected to do the following:</i></p> <p>Reasoning and modelling</p> <ul style="list-style-type: none"> • Develop thinking strategies to solve puzzles and play games • Explore, analyze, and apply mathematical ideas using reason, technology, and other tools • Estimate reasonably and demonstrate fluent, flexible, and strategic thinking about number • Model with mathematics in situational contexts • Think creatively and with curiosity and wonder when exploring problems <p>Understanding and solving</p> <ul style="list-style-type: none"> • Develop, demonstrate, and apply conceptual understanding of mathematical ideas through play, story, inquiry, and problem solving • Visualize to explore and illustrate mathematical concepts and relationships • Apply flexible and strategic approaches to solve problems • Solve problems with persistence and a positive disposition • Engage in problem-solving experiences connected with place, story, cultural practices, and perspectives relevant to local communities, the local community, and other cultures <p>Communicating and representing</p> <ul style="list-style-type: none"> • Explain and justify mathematical ideas and decisions in many ways • Represent mathematical ideas in concrete, pictorial, and symbolic forms • Use mathematical vocabulary and language to contribute to discussions in the classroom • Take risks when offering ideas in classroom discourse <p>Connecting and reflecting</p> <ul style="list-style-type: none"> • Reflect on mathematical thinking • Connect mathematical concepts with each other, other areas, and personal interests • Use mistakes as opportunities to advance learning • Incorporate worldviews, perspectives, knowledge, and practices to make connections with mathematical concepts | <p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • create, interpret, and critique graphs • primary trigonometric ratios • metric and imperial measurement and conversions • surface area and volume • central tendency • experimental probability • financial literacy: gross and net pay |

Overall, the British Columbia's Mathematics curriculum allows for instructional flexibility. *"Within and across grades, there are multiple ways to combine learning standards to create lessons, units, and learning experiences, encouraging any and all approaches that support the growth and development of students' mathematical understandings and skills."*

Beyond grade 10, a focus on financial literacy is paramount. As we desire to prepare our students for real-world situations and for life, we encourage students to gain confidence through math in various contexts. Hands-on learning provides a supportive backdrop for this time of learning.

Customization is preferred for students in grades 11-12 with a common thread of critical thought, financial literacy, and reasoning.

BIG IDEAS

Plants and animals have observable features.

Humans interact with matter every day through familiar materials.

The motion of objects depends on their properties.

Daily and seasonal changes affect all living things.

Learning Standards

| Curricular Competencies | Content |
|---|--|
| <p><i>Students are expected to be able to do the following:</i></p> <p>Questioning and predicting</p> <ul style="list-style-type: none"> • Demonstrate curiosity and a sense of wonder about the world • Observe objects and events in familiar contexts • Ask simple questions about familiar objects and events <p>Planning and conducting</p> <ul style="list-style-type: none"> • Make exploratory observations using their senses • Safely manipulate materials • Make simple measurements using non-standard units <p>Processing and analyzing data and information</p> <ul style="list-style-type: none"> • Experience and interpret the local environment • Recognize stories (including oral and written narratives), songs, and art, as ways to share knowledge • Discuss observations • Represent observations and ideas by drawing charts and simple pictographs <p>Applying and innovating</p> <ul style="list-style-type: none"> • Take part in caring for self, family, classroom and school through personal approaches • Transfer and apply learning to new situations • Generate and introduce new or refined ideas when problem solving <p>Communicating</p> <ul style="list-style-type: none"> • Share observations and ideas orally | <p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • basic needs of plants and animals • properties of familiar materials • effects of pushes/pulls on movement • effects of size, shape, and materials on movement • weather changes • seasonal changes • living things accommodate daily and seasonal cycles |

BIG IDEAS

Matter is useful
because
of its properties.

Light and sound can
be
produced and their
properties
can be changed.

Observable patterns
and
cycles occur in the
local sky
and landscape.

Learning Standards

| Curricular Competencies | Content |
|---|--|
| <p><i>Students are expected to be able to do the following:</i></p> <p>Questioning and predicting</p> <ul style="list-style-type: none"> • Demonstrate curiosity and a sense of wonder about the world • Observe objects and events in familiar contexts • Ask questions about familiar objects and events • Make simple predictions about familiar objects and events <p>Planning and conducting</p> <ul style="list-style-type: none"> • Make and record observations • Safely manipulate materials to test ideas and predictions • Make and record simple measurements using informal or non-standard methods <p>Processing and analyzing data and information</p> <ul style="list-style-type: none"> • Experience and interpret the local environment • Recognize stories (including oral and written narratives), songs, and art, as ways to share knowledge • Sort and classify data and information using drawings, pictographs and provided tables • Compare observations with predictions through discussion • Identify simple patterns and connections <p>Evaluating</p> <ul style="list-style-type: none"> • Compare observations with those of others • Consider some environmental consequences of their actions <p>Applying and innovating</p> <ul style="list-style-type: none"> • Take part in caring for self, family, classroom and school through personal approaches • Transfer and apply learning to new situations • Generate and introduce new or refined ideas when problem solving <p>Communicating</p> <p>Communicate observations and ideas using oral or written language, drawing, or role-play</p> | <p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • classification of living and non-living things • names of local plants and animals • structural features of living things in the local environment • specific properties of materials allow us to use them in different ways • natural and artificial sources of light and sound • properties of light and sound depend on their source and the objects with which they interact • common objects in the sky • local patterns that occur on Earth and in the sky |

BIG IDEAS

Living things have life cycles.

Materials can be changed through physical and chemical processes.

Forces influence the motion of an object.

Water is essential to all living things, and it cycles through the environment.

Learning Standards

| Curricular Competencies | Content |
|--|--|
| <p><i>Students are expected to be able to do the following:</i></p> <p>Questioning and predicting</p> <ul style="list-style-type: none"> • Demonstrate curiosity and a sense of wonder about the world • Observe objects and events in familiar contexts • Ask questions about familiar objects and events • Make simple predictions about familiar objects and events <p>Planning and conducting</p> <ul style="list-style-type: none"> • Make and record observations • Safely manipulate materials to test ideas and predictions • Make and record simple measurements using informal or non-standard methods <p>Processing and analyzing data and information</p> <ul style="list-style-type: none"> • Experience and interpret the local environment • Recognize stories (including oral and written narratives), songs, and art, as ways to share knowledge • Sort and classify data and information using drawings, pictographs and provided tables • Compare observations with predictions through discussion • Identify simple patterns and connections <p>Evaluating</p> <ul style="list-style-type: none"> • Compare observations with those of others • Consider some environmental consequences of their action <p>Applying and innovating</p> <ul style="list-style-type: none"> • Take part in caring for self, family, classroom and school through personal approaches • Transfer and apply learning to new situations • Generate and introduce new or refined ideas when problem solving <p>Communicating</p> <p>Communicate observations and ideas using oral or written language, drawing, or role-play</p> | <p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • needs of plants and animals • role of animals in dispersing seeds and pollination • life cycles of different organisms • similarities and differences between offspring and parent • diversity of life in different habitats • properties of matter • physical ways of changing materials • chemical ways of changing materials • types of forces • water sources including local watersheds • water conservation • the water cycle |

BIG IDEAS

Living things are diverse, can be grouped, and interact in their ecosystems.

All matter is made of particles.

Thermal energy can be produced and transferred.

Wind, water, and ice change the shape of the land.

Learning Standards

| Curricular Competencies | Content |
|--|--|
| <p><i>Students are expected to be able to do the following:</i></p> <p>Questioning and predicting</p> <ul style="list-style-type: none"> • Demonstrate curiosity and a sense of wonder about the world • Observe objects and events in familiar contexts • Identify questions about familiar objects and events that can be investigated scientifically • Make predictions based on prior knowledge <p>Planning and conducting</p> <ul style="list-style-type: none"> • Suggest ways to plan and conduct an inquiry to find answers to their questions • Consider ethical responsibilities when deciding how to conduct an experiment • Safely use appropriate tools to make observations and measurements, using formal measurements and digital technology as appropriate • Make observations about living and non-living things in the local environment • Collect simple data <p>Processing and analyzing data and information</p> <ul style="list-style-type: none"> • Experience and interpret the local environment • Sort and classify data and information using drawings or provided tables • Use tables, simple bar graphs, or other formats to represent data and show simple patterns and trends • Compare results with predictions, suggesting possible reasons for findings <p>Evaluating</p> <ul style="list-style-type: none"> • Make simple inferences based on their results and prior knowledge • Reflect on whether an investigation was a fair test • Demonstrate an understanding and appreciation of evidence • Identify some simple environmental implications of their and others' actions <p>Applying and innovating</p> <ul style="list-style-type: none"> • Contribute to care for self, others, school, and neighbourhood through personal or collaborative approaches • Co-operatively design projects • Transfer and apply learning to new situations • Generate and introduce new or refined ideas when problem solving <p>Communicating</p> <ul style="list-style-type: none"> • Represent and communicate ideas and findings in a variety of ways, such as diagrams and simple reports, using digital technologies as appropriate | <p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • biodiversity in the local environment • energy is needed for life • matter is anything that has mass and takes up space • atoms are building blocks of matter • sources of thermal energy • transfer of thermal energy • major local landforms • observable changes in the local environment caused by erosion and deposition by wind, water, and ice |

BIG IDEAS

Matter has mass, takes up space, and can change phase.

Energy can be transformed.

The motions of Earth and the moon cause observable patterns that affect living and non-living systems.

Learning Standards

| Curricular Competencies | Content |
|--|---|
| <p><i>Students are expected to be able to do the following:</i></p> <p>Questioning and predicting</p> <ul style="list-style-type: none"> • Demonstrate curiosity about the natural world • Observe objects and events in familiar contexts • Identify questions about familiar objects and events that can be investigated scientifically • Make predictions based on prior knowledge <p>Planning and conducting</p> <ul style="list-style-type: none"> • Suggest ways to plan and conduct an inquiry to find answers to their questions • Consider ethical responsibilities when deciding how to conduct an experiment • Safely use appropriate tools to make observations and measurements, using formal measurements and digital technology as appropriate • Make observations about living and non-living things in the local environment • Collect simple data <p>Processing and analyzing data and information</p> <ul style="list-style-type: none"> • Experience and interpret the local environment • Sort and classify data and information using drawings or provided tables • Use tables, simple bar graphs, or other formats to represent data and show simple patterns and trends • Compare results with predictions, suggesting possible reasons for findings <p>Evaluating</p> <ul style="list-style-type: none"> • Make simple inferences based on their results and prior knowledge • Reflect on whether an investigation was a fair test • Demonstrate an understanding and appreciation of evidence • Identify some simple environmental implications of their and others' actions <p>Applying and innovating</p> <ul style="list-style-type: none"> • Contribute to care for self, others, school, and neighbourhood through individual or collaborative approaches • Co-operatively design projects • Transfer and apply learning to new situations • Generate and introduce new or refined ideas when problem solving <p>Communicating</p> <ul style="list-style-type: none"> • Represent and communicate ideas and findings in a variety of ways, such as diagrams and simple reports, using digital technologies as appropriate | <p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • biomes as large regions with similar environmental features • phases of matter • the effect of temperature • energy: <ul style="list-style-type: none"> – has various forms – is conserved • devices that transform energy • local changes caused by Earth's axis, rotation, and orbit • the effects of the relative positions of the sun, moon, and Earth |

BIG IDEAS

Multicellular organisms have organ systems that enable them to survive and interact within their environment.

Solutions are homogeneous.

Machines are devices that transfer force and energy.

Earth materials change as they move through the rock cycle and can be used as natural resources.

Learning Standards

| Curricular Competencies | Content |
|---|---|
| <p><i>Students are expected to be able to do the following:</i></p> <p>Questioning and predicting</p> <ul style="list-style-type: none"> • Demonstrate a sustained curiosity about a scientific topic or problem of personal interest • Make observations in familiar or unfamiliar contexts • Identify questions to answer or problems to solve through scientific inquiry • Make predictions about the findings of their inquiry <p>Planning and conducting</p> <ul style="list-style-type: none"> • With support, plan appropriate investigations to answer their questions or solve problems they have identified • Decide which variable should be changed and measured for a fair test • Choose appropriate data to collect to answer their questions • Observe, measure, and record data, using appropriate tools, including digital technologies • Use equipment and materials safely, identifying potential risks <p>Processing and analyzing data and information</p> <ul style="list-style-type: none"> • Experience and interpret the local environment • Construct and use a variety of methods, including tables, graphs, and digital technologies, as appropriate, to represent patterns or relationships in data • Identify patterns and connections in data • Compare data with predictions and develop explanations for results • Demonstrate an openness to new ideas and consideration of alternatives <p>Evaluating</p> <ul style="list-style-type: none"> • Evaluate whether their investigations were fair tests • Identify possible sources of error • Suggest improvements to their investigation methods • Identify some of the assumptions in secondary sources • Demonstrate an understanding and appreciation of evidence • Identify some of the social, ethical, and environmental implications of the findings from their own and others' investigations <p>Applying and innovating</p> <ul style="list-style-type: none"> • Contribute to care for self, others, and community through personal or collaborative approaches • Co-operatively design projects • Transfer and apply learning to new situations • Generate and introduce new or refined ideas when problem solving <p>Communicating</p> <ul style="list-style-type: none"> • Communicate ideas, explanations, and processes in a variety of ways | <p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • basic structures and functions of body systems: <ul style="list-style-type: none"> – digestive – musculoskeletal – respiratory – circulatory • solutions and solubility • properties of simple machines and their force effects • machines: <ul style="list-style-type: none"> – constructed – found in nature • power – the rate at which energy is transferred • the rock cycle • local types of earth materials • sustainable practices for the conservation of natural resources |

BIG IDEAS

Multicellular organisms rely on internal systems to survive, reproduce, and interact with their environment.

Everyday materials are often mixtures.

Newton's three laws of motion describe the relationship between force and motion.

The solar system is part of the Milky Way, which is one of billions of galaxies.

Learning Standards

| Curricular Competencies | Content |
|---|--|
| <p><i>Students are expected to be able to do the following:</i></p> <p>Questioning and predicting</p> <ul style="list-style-type: none"> • Demonstrate a sustained curiosity about a scientific topic or problem of personal interest • Make observations in familiar or unfamiliar contexts • Identify questions to answer or problems to solve through scientific inquiry • Make predictions about the findings of their inquiry <p>Planning and conducting</p> <ul style="list-style-type: none"> • With support, plan appropriate investigations to answer their questions or solve problems they have identified • Decide which variable should be changed and measured for a fair test • Choose appropriate data to collect to answer their questions • Observe, measure, and record data, using appropriate tools, including digital technologies • Use equipment and materials safely, identifying potential risks <p>Processing and analyzing data and information</p> <ul style="list-style-type: none"> • Experience and interpret the local environment • Construct and use a variety of methods, including tables, graphs, and digital technologies, as appropriate, to represent patterns or relationships in data • Identify patterns and connections in data • Compare data with predictions and develop explanations for results • Demonstrate an openness to new ideas and consideration of alternatives <p>Evaluating</p> <ul style="list-style-type: none"> • Evaluate whether their investigations were fair tests • Identify possible sources of error • Suggest improvements to their investigation methods • Identify some of the assumptions in secondary sources • Demonstrate an understanding and appreciation of evidence • Identify some of the social, ethical, and environmental implications of the findings from their own and others' investigations <p>Applying and innovating</p> <ul style="list-style-type: none"> • Contribute to care for self, others, and community through personal or collaborative approaches • Co-operatively design projects • Transfer and apply learning to new situations • Generate and introduce new or refined ideas when problem solving <p>Communicating</p> <ul style="list-style-type: none"> • Communicate ideas, explanations, and processes in a variety of ways | <p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • the basic structures and functions of body systems: <ul style="list-style-type: none"> – excretory – nervous • heterogeneous mixtures • mixtures: <ul style="list-style-type: none"> – separated using a difference in component properties • Newton's three laws of motion • effects of balanced and unbalanced forces in daily physical activities • force of gravity • the overall scale and structure of the universe • the position, motion, and components of our solar system in our galaxy |

BIG IDEAS

Elements consist of one type of atom, and compounds consist of atoms of different elements chemically combined.

The electromagnetic force produces both electricity and magnetism.

Earth and its climate have changed over time.

Learning Standards

| Curricular Competencies | Content |
|--|---|
| <p><i>Students are expected to be able to do the following:</i></p> <p>Questioning and predicting</p> <ul style="list-style-type: none"> • Demonstrate a sustained intellectual curiosity about a scientific topic or problem of personal interest • Make observations aimed at identifying their own questions about the natural world • Identify a question to answer or a problem to solve through scientific inquiry • Formulate alternative “If...then...” hypotheses based on their questions • Make predictions about the findings of their inquiry <p>Planning and conducting</p> <ul style="list-style-type: none"> • Collaboratively plan a range of investigation types, including field work and experiments, to answer their questions or solve problems they have identified • Measure and control variables (dependent and independent) through fair tests • Observe, measure, and record data (qualitative and quantitative), using equipment, including digital technologies, with accuracy and precision • Use appropriate SI units and perform simple unit conversions • Ensure that safety and ethical guidelines are followed in their investigations <p>Processing and analyzing data and information</p> <ul style="list-style-type: none"> • Experience and interpret the local environment • Construct and use a range of methods to represent patterns or relationships in data, including tables, graphs, keys, models, and digital technologies as appropriate • Seek patterns and connections in data from their own investigations and secondary sources • Use scientific understandings to identify relationships and draw conclusions <p>Evaluating</p> <ul style="list-style-type: none"> • Reflect on their investigation methods, including the adequacy of controls on variables (dependent and independent) and the quality of the data collected • Identify possible sources of error and suggest improvements to their investigation methods • Demonstrate an awareness of assumptions and bias in their own work and secondary sources | <p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • elements and compounds are pure substances • crystalline structure of solids • chemical changes • electricity <ul style="list-style-type: none"> – generated in different ways with different environmental impacts – electromagnetism |

| | |
|---|--|
| <ul style="list-style-type: none"> ● Demonstrate an understanding and appreciation of evidence (qualitative and quantitative) ● Exercise a healthy, informed skepticism and use scientific knowledge and findings from their own investigations to evaluate claims in secondary sources ● Consider social, ethical, and environmental implications of the findings from their own and others' investigations <p>Applying and innovating</p> <ul style="list-style-type: none"> ● Contribute to care for self, others, community, and world through personal or collaborative approaches ● Co-operatively design projects ● Transfer and apply learning to new situations ● Generate and introduce new or refined ideas when problem solving <p>Communicating</p> <ul style="list-style-type: none"> ● Communicate ideas, findings, and solutions to problems, using scientific language, representations, and digital technologies as appropriate | |
|---|--|

BIG IDEAS

The behavior of matter can be explained by the kinetic molecular theory and atomic theory.

Energy can be transferred as both a particle and a wave.

Learning Standards

| Curricular Competencies | Content |
|--|--|
| <p><i>Students are expected to be able to do the following:</i></p> <p>Questioning and predicting</p> <ul style="list-style-type: none"> • Demonstrate a sustained intellectual curiosity about a scientific topic or problem of personal interest • Make observations aimed at identifying their own questions about the natural world • Identify a question to answer or a problem to solve through scientific inquiry • Formulate alternative “If...then...” hypotheses based on their questions • Make predictions about the findings of their inquiry <p>Planning and conducting</p> <ul style="list-style-type: none"> • Collaboratively plan a range of investigation types, including field work and experiments, to answer their questions or solve problems they have identified • Measure and control variables (dependent and independent) through fair tests • Observe, measure, and record data (qualitative and quantitative), using equipment, including digital technologies, with accuracy and precision • Use appropriate SI units and perform simple unit conversions • Ensure that safety and ethical guidelines are followed in their investigations <p>Processing and analyzing data and information</p> <ul style="list-style-type: none"> • Experience and interpret the local environment • Construct and use a range of methods to represent patterns or relationships in data, including tables, graphs, keys, models, and digital technologies as appropriate • Seek patterns and connections in data from their own investigations and secondary sources • Use scientific understandings to identify relationships and draw conclusions <p>Evaluating</p> <ul style="list-style-type: none"> • Reflect on their investigation methods, including the adequacy of controls on variables (dependent and independent) and the quality of the data collected • Identify possible sources of error and suggest improvements to their investigation methods • Demonstrate an awareness of assumptions and bias in their own work and secondary sources • Demonstrate an understanding and appreciation of evidence (qualitative and quantitative) | <p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • photosynthesis and cellular respiration • the relationship of micro-organisms with living things: <ul style="list-style-type: none"> – basic functions of the immune system – vaccination and antibiotics – impacts of epidemics and pandemics on human populations • kinetic molecular theory (KMT) • atomic theory and models • protons, neutrons, and quarks • electrons and leptons • types and effects of electromagnetic radiation • light: <ul style="list-style-type: none"> – properties – behaviours – ways of sensing • plate tectonic movement • major geological events of local significance • layers of Earth |

| | |
|---|--|
| <ul style="list-style-type: none"> • Exercise a healthy, informed skepticism and use scientific knowledge and findings from their own investigations to evaluate claims in secondary sources • Consider social, ethical, and environmental implications of the findings from their own and others' investigations <p>Applying and innovating</p> <ul style="list-style-type: none"> • Contribute to care for self, others, community, and world through personal or collaborative approaches • Co-operatively design projects • Transfer and apply learning to new situations • Generate and introduce new or refined ideas when problem solving <p>Communicating</p> <ul style="list-style-type: none"> • Communicate ideas, findings, and solutions to problems, using scientific language, representations, and digital technologies as appropriate | |
|---|--|

BIG IDEAS

An object's **motion** can be predicted, analyzed, and described.

Forces influence the motion of an object.

Energy is found in different forms, is conserved, and has the ability to do work.

Mechanical **waves** transfer energy but not matter.

Learning Standards

| Curricular Competencies | Content |
|---|---|
| <p><i>Students are expected to be able to do the following:</i></p> <p>Questioning and predicting</p> <ul style="list-style-type: none"> • Demonstrate a sustained intellectual curiosity about a scientific topic or problem of personal, local, or global interest • Make observations aimed at identifying their own questions, including increasingly abstract ones, about the natural world • Formulate multiple hypotheses and predict multiple outcomes <p>Planning and conducting</p> <ul style="list-style-type: none"> • Collaboratively and individually plan, select, and use appropriate investigation methods, including field work and lab experiments, to collect reliable data (qualitative and quantitative) • Assess risks and address ethical, cultural, and/or environmental issues associated with their proposed methods • Use appropriate SI units and appropriate equipment, including digital technologies, to systematically and accurately collect and record data • Apply the concepts of accuracy and precision to experimental procedures and data: <ul style="list-style-type: none"> — significant figures — uncertainty — scientific notation <p>Processing and analyzing data and information</p> <ul style="list-style-type: none"> • Experience and interpret the local environment • Seek and analyze patterns, trends, and connections in data, including describing relationships between variables, performing calculations, and identifying inconsistencies • Construct, analyze, and interpret graphs, models, and/or diagrams • Use knowledge of scientific concepts to draw conclusions that are consistent with evidence • Analyze cause-and-effect relationships <p>Evaluating</p> <ul style="list-style-type: none"> • Evaluate their methods and experimental conditions, including identifying sources of error or uncertainty, confounding variables, and possible alternative explanations and conclusions • Describe specific ways to improve their investigation methods and the quality of their data • Evaluate the validity and limitations of a model or analogy in relation to the phenomenon modelled • Demonstrate an awareness of assumptions, question information given, and identify bias in their own work and in primary and secondary sources | <p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • horizontal uniform and accelerated motion • projectile motion • contact forces and the factors that affect magnitude and direction • mass, force of gravity, and apparent weight • Newton's laws of motion • balanced and unbalanced forces in systems • conservation of energy; principle of work and energy • power and efficiency • simple machines and mechanical advantage • electric circuits • thermal equilibrium and specific heat capacity • generation and propagation of waves • properties and behaviours of waves • characteristics of sound • resonance and frequency of sound |

| | |
|---|--|
| <ul style="list-style-type: none"> • Consider the changes in knowledge over time as tools and technologies have developed • Connect scientific explorations to careers in science | |
|---|--|

Learning Standards (continued)

| Curricular Competencies | Content |
|--|---------|
| <ul style="list-style-type: none"> • • Exercise a healthy, informed skepticism and use scientific knowledge and findings to form their own investigations to evaluate claims in primary and secondary sources • Consider social, ethical, and environmental implications of the findings from their own and others' investigations • Critically analyze the validity of information in primary and secondary sources and evaluate the approaches used to solve problems • Assess risks in the context of personal safety and social responsibility <p>Applying and innovating</p> <ul style="list-style-type: none"> • Contribute to care for self, others, community, and world through individual or collaborative approaches • Co-operatively design projects with local and/or global connections and applications • Contribute to finding solutions to problems at a local and/or global level through inquiry • Implement multiple strategies to solve problems in real-life, applied, and conceptual situations • Consider the role of scientists in innovation <p>Communicating</p> <ul style="list-style-type: none"> • Formulate physical or mental theoretical models to describe a phenomenon • Communicate scientific ideas and information, and perhaps a suggested course of action, for a specific purpose and audience, constructing evidence-based arguments and using appropriate scientific language, conventions, and representations | |

BIG IDEAS

Organisms are grouped based on common characteristics.

Matter and energy cycle among organisms in **ecosystems**.

Learning Standards

| Curricular Competencies | Content |
|--|---|
| <p><i>Students are expected to be able to do the following:</i></p> <p>Questioning and predicting</p> <ul style="list-style-type: none"> • Demonstrate a sustained intellectual curiosity about a scientific topic or problem of personal, local, or global interest • Make observations aimed at identifying their own questions, including increasingly abstract ones, about the natural world • Formulate multiple hypotheses and predict multiple outcomes <p>Planning and conducting</p> <ul style="list-style-type: none"> • Collaboratively and individually plan, select, and use appropriate investigation methods, including field work and lab experiments, to collect reliable data (qualitative and quantitative) • Assess risks and address ethical, cultural, and/or environmental issues associated with their proposed methods • Use appropriate SI units and appropriate equipment, including digital technologies, to systematically and accurately collect and record data • Apply the concepts of accuracy and precision to experimental procedures and data: <ul style="list-style-type: none"> — significant figures — uncertainty — scientific notation <p>Processing and analyzing data and information</p> <ul style="list-style-type: none"> • Experience and interpret the local environment • Seek and analyze patterns, trends, and connections in data, including describing relationships between variables, performing calculations, and identifying inconsistencies • Construct, analyze, and interpret graphs, models, and/or diagrams • Use knowledge of scientific concepts to draw conclusions that are consistent with evidence • Analyze cause-and-effect relationships <p>Evaluating</p> <ul style="list-style-type: none"> • Evaluate their methods and experimental conditions, including identifying sources of error or uncertainty, confounding variables, and possible alternative explanations and conclusions • Describe specific ways to improve their investigation methods and the quality of their data • Evaluate the validity and limitations of a model or analogy in relation to the phenomenon modelled • Demonstrate an awareness of assumptions, question information given, and identify bias in their own work and in primary and secondary sources • Consider the changes in knowledge over time as tools and technologies have developed • Connect scientific explorations to careers in science | <p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • levels of organization • cell structure and function • sexual and asexual reproduction • energy transformations in cells • viruses • genetic modifications • single-celled and multi-celled organisms • taxonomic principles for classifying organisms • binomial nomenclature • similarities and differences between domains and kingdoms |

- Exercise a healthy, informed skepticism and use scientific knowledge and findings to form their own investigations to evaluate claims in primary and secondary sources
- Consider social, ethical, and environmental implications of the findings from their own and others' investigations
- Critically analyze the validity of information in primary and secondary sources and evaluate the approaches used to solve problems
- Assess risks in the context of personal safety and social responsibility

Applying and innovating

- Contribute to care for self, others, community, and world through individual or collaborative approaches
- Cooperatively design projects with local and/or global connections and applications
- Contribute to finding solutions to problems at a local and/or global level through inquiry
- Implement multiple strategies to solve problems in real-life, applied, and conceptual situations
- Consider the role of scientists in innovation

Communicating

- Formulate physical or mental theoretical models to describe a phenomenon
- Communicate scientific ideas and information, and perhaps a suggested course of action, for a specific purpose and audience, constructing evidence-based arguments and using appropriate scientific language, conventions, and representation

| | | | | |
|---|---|--|--|--|
| Atoms and molecules are building blocks of matter. | Organic chemistry and its applications have significant implications for human health, society, and the environment. | BIG IDEAS The mole is a quantity used to make atoms and molecules measurable. | Matter and energy are conserved in chemical reactions . | Solubility within a solution is determined by the nature of the solute and the solvent. |
|---|---|--|--|--|

Learning Standards

| Curricular Competencies | Content |
|--|---|
| <p><i>Students are expected to be able to do the following:</i></p> <p>Questioning and predicting</p> <ul style="list-style-type: none"> • Demonstrate a sustained intellectual curiosity about a scientific topic or problem of personal, local, or global interest • Make observations aimed at identifying their own questions, including increasingly abstract ones, about the natural world • Formulate multiple hypotheses and predict multiple outcomes <p>Planning and conducting</p> <ul style="list-style-type: none"> • Collaboratively and individually plan, select, and use appropriate investigation methods, including field work and lab experiments, to collect reliable data (qualitative and quantitative) • Assess risks and address ethical, cultural, and/or environmental issues associated with their proposed methods • Use appropriate SI units and appropriate equipment, including digital technologies, to systematically and accurately collect and record data • Apply the concepts of accuracy and precision to experimental procedures and data: <ul style="list-style-type: none"> — significant figures — uncertainty — scientific notation <p>Processing and analyzing data and information</p> <ul style="list-style-type: none"> • Experience and interpret the local environment • Seek and analyze patterns, trends, and connections in data, including describing relationships between variables, performing calculations, and identifying inconsistencies • Construct, analyze, and interpret graphs, models, and/or diagrams • Use knowledge of scientific concepts to draw conclusions that are consistent with evidence • Analyze cause-and-effect relationships <p>Evaluating</p> <ul style="list-style-type: none"> • Evaluate their methods and experimental conditions, including identifying sources of error or uncertainty, confounding variables, and possible alternative explanations and conclusions • Describe specific ways to improve their investigation methods and the quality of their data • Evaluate the validity and limitations of a model or analogy in relation to the phenomenon modelled | <p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • quantum mechanical model and electron configuration • valence electrons and Lewis structures • chemical bonding based on electronegativity • bonds/forces • organic compounds • applications of organic chemistry • the mole • dimensional analysis • reactions • stoichiometric calculations using significant figures • local and other chemical processes • solubility of molecular and ionic compounds • stoichiometric calculations in aqueous solutions • analysis techniques |

- Demonstrate an awareness of assumptions, question information given, and identify bias in their own work and in primary and secondary sources
- Consider the changes in knowledge over time as tools and technologies have developed
- Connect scientific explorations to careers in science
- Exercise a healthy, informed skepticism and use scientific knowledge and findings to form their own investigations to evaluate claims in primary and secondary sources
- Consider social, ethical, and environmental implications of the findings from their own and others' investigations
- Critically analyze the validity of information in primary and secondary sources and evaluate the approaches used to solve problems
- Assess risks in the context of personal safety and social responsibility

Applying and innovating

- Contribute to care for self, others, community, and world through individual or collaborative approaches
- Cooperatively design projects with local and/or global connections and applications
- Contribute to finding solutions to problems at a local and/or global level through inquiry
- Implement multiple strategies to solve problems in real-life, applied, and conceptual situations
- Consider the role of scientists in innovation

Communicating

- Formulate physical or mental theoretical models to describe a phenomenon
- Communicate scientific ideas and information, and perhaps a suggested course of action, for a specific purpose and audience, constructing evidence-based arguments and using appropriate scientific language, conventions, and representations

BIG IDEAS

Measurement of motion depends on our frame of reference.

Forces can cause **linear and circular motion**.

Forces and energy interactions occur within **fields**.

Momentum is conserved within a closed and isolated system.

Learning Standards

| Curricular Competencies | Content |
|---|--|
| <p><i>Students are expected to be able to do the following:</i></p> <p>Questioning and predicting</p> <ul style="list-style-type: none"> • Demonstrate a sustained intellectual curiosity about a scientific topic or problem of personal, local, or global interest • Make observations aimed at identifying their own questions, including increasingly abstract ones, about the natural world • Formulate multiple hypotheses and predict multiple outcomes <p>Planning and conducting</p> <ul style="list-style-type: none"> • Collaboratively and individually plan, select, and use appropriate investigation methods, including field work and lab experiments, to collect reliable data (qualitative and quantitative) • Assess risks and address ethical, cultural, and/or environmental issues associated with their proposed methods • Use appropriate SI units and appropriate equipment, including digital technologies, to systematically and accurately collect and record data • Apply the concepts of accuracy and precision to experimental procedures and data: <ul style="list-style-type: none"> — significant figures — uncertainty — scientific notation <p>Processing and analyzing data and information</p> <ul style="list-style-type: none"> • Experience and interpret the local environment • Seek and analyze patterns, trends, and connections in data, including describing relationships between variables, performing calculations, and identifying inconsistencies • Construct, analyze, and interpret graphs, models, and/or diagrams • Use knowledge of scientific concepts to draw conclusions that are consistent with evidence • Analyze cause-and-effect relationships <p>Evaluating</p> <ul style="list-style-type: none"> • Evaluate their methods and experimental conditions, including identifying sources of error or uncertainty, confounding variables, and possible alternative explanations and conclusions • Describe specific ways to improve their investigation methods and the quality of their data • Evaluate the validity and limitations of a model or analogy in relation to the phenomenon modelled • Demonstrate an awareness of assumptions, question information given, and identify bias in their own work and in primary and secondary sources | <p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • frames of reference • relative motion within a stationary reference frame • postulates of special relativity • relativistic effects within a moving reference frame • static equilibrium • uniform circular motion: <ul style="list-style-type: none"> — centripetal force and acceleration — changes to apparent weight • gravitational field and Newton's law of universal gravitation • gravitational potential energy • gravitational dynamics and energy relationships • electric field and Coulomb's law • electric potential energy, electric potential, and electric potential difference • electrostatic dynamics and energy relationships • magnetic field and magnetic force • electromagnetic induction • applications of electromagnetic induction • impulse and momentum • conservation of momentum and energy in collisions • graphical methods in physics |

| | |
|--|--|
| <ul style="list-style-type: none"> ● Consider the changes in knowledge over time as tools and technologies have developed ● Connect scientific explorations to careers in science ● Exercise a healthy, informed skepticism and use scientific knowledge and findings to form their own investigations to evaluate claims in primary and secondary sources ● Consider social, ethical, and environmental implications of the findings from their own and others' investigations ● Critically analyze the validity of information in primary and secondary sources and evaluate the approaches used to solve problems ● Assess risks in the context of personal safety and social responsibility <p>Applying and innovating</p> <ul style="list-style-type: none"> ● Contribute to care for self, others, community, and world through individual or collaborative approaches ● Co-operatively design projects with local and/or global connections and applications ● Contribute to finding solutions to problems at a local and/or global level through inquiry ● Implement multiple strategies to solve problems in real-life, applied, and conceptual situations ● Consider the role of scientists in innovation <p>Communicating</p> <ul style="list-style-type: none"> ● Formulate physical or mental theoretical models to describe a phenomenon ● Communicate scientific ideas and information, and perhaps a suggested course of action, for a specific purpose and audience, constructing evidence-based arguments and using appropriate scientific language, conventions, and representations | |
|--|--|

Social Studies/History

Gateways will adhere closely to the Massachusetts frameworks for Social Studies/History curriculum, partnered with our hands-on, project-based methodology.

Physical Education

The Physical Education Program will primarily find its foundation in the Massachusetts guidelines, with the addition of outdoor gardening experience in an outdoor courtyard space.

Educational Materials

| ELA/Reading Grades K-2 | ELA/Reading Grades 3-5 | ELA/Reading Grades 6-8 | ELA/Reading Grades 9-12 |
|---|---|---|--|
| <ul style="list-style-type: none"> • Wonders • Flyleaf Publishing • Fountas & Pinnell • IXL | <ul style="list-style-type: none"> • Wonders • Read Side By Side • Quill/Grammarly • IXL • Readworks | <ul style="list-style-type: none"> • Engage NY • Common Lit • Readworks • Newsela | <ul style="list-style-type: none"> • Engage NY • Prentice Hall Literature • Literature and Composition - Reading, Writing, Thinking |

| Math K-6 | Math Grades 7-12 | Science Grades K-12 | Social Studies Grades K-12 |
|--|---|--|---|
| <ul style="list-style-type: none"> • GO Math • Touch Math • CK12 • Khan Academy • IXL | <ul style="list-style-type: none"> • Great Courses Math • Mathlight • CK-12 • Khan Academy • IXL | <ul style="list-style-type: none"> • Pearson • SERPA (Project Based) | <ul style="list-style-type: none"> • iCivics • Reading Like a Historian - Stanford History Education Group • A History of Western Society Since 1300 |

| Physical Education | Technological resources |
|--|---|
| <ul style="list-style-type: none"> • Presidential Youth Fitness Program https://www.pyfp.org/ | <ul style="list-style-type: none"> • 25 Chromebooks • 25 Leap Pads • 6 SmartBoards with projectors • 3 Blu-ray DVD players • High-speed internet service |

Administration/Staff Organization

| | | |
|-----------------|--|---|
| Cynthia Ahearn | Principal Classroom teacher | Professional Mass Certification Lic. # 259205 Principal/Vice Principal Elementary teacher |
| Monica Campbell | Director of Student Learning Classroom teacher | Mass certification English teacher 9-12 English teacher 5-8 |
| Cynthia Sprow | Director of Student Support Classroom teacher | Mass certification Special Education teacher Special Education director Principal/Vice Principal Reading Specialist |
| Stacey Varney | Director of Health Services and Discipline Classroom teacher | Mass certification Health education teacher Family and health science Certified Athletic Trainer |
| Meghan Mathon | Classroom teacher | Mass certification Early childhood teacher PreK-2 Wilson reading certification |
| Rebekah Haijj | Classroom teacher | Mass certification Elementary teacher |
| Gina Colorio | Classroom support/teaching | BA in English Assumption College Master's Degree Yale University |

Staffing Guidelines

A. Teacher qualifications:

The faculty and staff at Gateways Academy are current, innovative, and experienced professionals. All teachers have Massachusetts teacher certifications and are trained in the Keys to Literacy Key Comprehension Routine. The 7 staff members who will be opening the academy were outstanding, full time teachers and administrators at St. Mary's Schools in Worcester and bring with them unique talents that will enrich the Gateways curriculum and student learning. The faculty at Gateways Academy are goal oriented individuals who continue to model lifelong learning through their commitment to professional development. Their innovative approach to teaching has always been based on research, observations, evaluation, and reflection on the curriculum and teaching practices.

B. Regular Evaluation of Staff:

Gateways Academy will have a process of goal setting and staff evaluations throughout the year. The Principal and the staff members will meet twice a year to set goals, complete self evaluation forms, and review performances. Each month, the Principal and the staff members will meet to ensure that individual goals are met and necessary support is provided to meet the agreed upon goals.

C. Requirements:

The Principal reviews criminal offender record information (CORI) of current and prospective employees and volunteers, as required by law. All adults at the school are informed of the fingerprinting procedure and are expected to be fingerprinted. The fingerprinting and CORI records will be kept in the Gateways Academy office. The school complies with federal, state, and local regulatory requirements for health and safety by following the guidelines and requirements set forth by the MA Department of Public Health.

Gateways Academy is aware of FERPA and COPPA regulations. Copies of the regulations are maintained. Faculty and staff are made aware of the protocols and confidentiality at staff meetings.

Records

Gateways Academy maintains an adequate system of student records such as attendance, health, discipline, and progress reports. The student and staff records are kept in a secure and organized manner that is consistent with federal and state student record laws to the extent applicable.

Record keeping is a shared responsibility of the Administrative Team and classroom teachers. Classroom observation records are maintained by teachers in the classroom. Confidential records are maintained in locked cabinets in the administrative office.

It is important that daily attendance records are accurate and maintained daily. The administrative team member who is assigned to morning duty will greet the students when they arrive and put attendance in the office log book. Students arriving after 7:30 am will be marked tardy in the log book with the time of arrival. Teachers, also, are responsible for maintaining attendance records in the classroom. Students who may need to leave early, must bring a note from a parent. These notes and the early dismissal time are recorded in the classroom log book and, also, in the office log book. The original note for the dismissal is put in the student's personal file. The administrative team member who is on duty in the office will release the student to the authorized person for the early dismissal and make a note of the time of dismissal, the student's name, and the authorized person's printed name and signature in the log book. One of the log books for attendance will be kept in the classroom and the other in the office in the locked file cabinet at night.

Prospective families who are looking to enroll their student at the school are invited to tour the school and complete an application form. These applications are kept in a locked cabinet and in a secured electronic database. This data is maintained until the application is withdrawn. All hard copies are shredded to remove information from the files and electronic data is cleared on the database.

After the students are enrolled at the school, records are maintained in a locked cabinet. Student records include family information, health and medical records, evaluations, progress reports, and behavioral reports. Health and medical records are confidential and are protected by HIPAA regulations.

Student Services

Gateways Academy provides services to students with regards to discipline, guidance, health, and academic support. As outlined in our handbook, we assist students in the following areas:

Discipline: Administration is responsible for establishing or approving general school and classroom rules and regulations. They serve as a resource for both teachers and parents in improving student behavior. In instances where the teacher and/or parent have been unable to effect positive change, the Administration will become more directly involved in the disciplinary process.

Guidance: Guidance forms an integral part of the education of our students. Because Gateways Academy aims at the total development of the person, guidance services include personal, social, educational, and career counseling. The program assists the students to understand themselves by focusing on their interests, abilities and needs in relation to their home, school and general environments.

Health: The school health director and the teacher are aware of any special needs of students, such as allergies or problems with insect stings. Additionally, the health director coordinates the handling of all immunizations, physicals, illnesses/injuries, medications, and contagious conditions. The Health Director maintains contact with the local Board of Health for recent health guidance.

Student Support: Gateways Academy offers services to students who struggle both academically and behaviorally through the office of Student Support Services. For students who, through their public school system, are eligible for special education services through an IEP (Individualized Education Program), an accommodation plan is developed and carried out with the cooperation of the student, his or her parents, and his or her teachers. Student Support Services also identifies students who may be struggling and in need of extra support. Parents are encouraged to contact Student Support Services if they feel that a child could benefit from an educational assessment or is in need of academic or behavioral intervention.

Additional details are available in our Parent/Student Handbook.

Financial Support

The school provides evidence of financial solvency and resources to sustain the educational program.

At this time, all Gateways families pay the same tuition. The tuition covers the operating costs. There is work being done to begin a scholarship program for Gateways families, especially to help those enrolling multiple students in the family.

The administrative team and the business manager will work together to maintain financial records at Gateways Academy. The responsibilities of the business manager include the reporting of all day-to-day financial details, payroll, accounts receivable, billing, collections, and accounts payable. The business manager will also prepare the annual and monthly budget, monthly report, actual reports, and maintains documents to prepare for an audit. Other responsibilities include bank reconciliations, payroll, and investment recommendations and weekly meetings with the administrative team.

Because of the sincere commitment to the families of the former St. Mary's Schools in Worcester, all 7 staff members have chosen to forego compensation for teaching at Gateways Academy for the opening school year. Hopefully, this will enable us to help Gateways families, financially, in year two. Thus, on the financial grid below, year 1 shows 0 teachers and \$0 payroll in the payroll column for Year 1.

| <i>year</i> | <i># of students</i> | <i>tuition</i> | <i>payroll</i> | <i>operating budget</i> |
|-------------|----------------------|----------------|--------------------------------|-------------------------|
| Year 1 | 10 students | \$50,000.00 | 0 teachers \$0 payroll | \$50,000.00 |
| Year 2 | 20 students | \$100,000.00 | 2 teachers \$50,000 payroll | \$50,000.00 |
| Year 3 | 30 students | \$150,000.00 | 3 teachers \$75,000 | \$75,000.00 |
| Year 4 | 45 students | \$225,000.00 | 6 teachers \$150,000 | \$75,000.00 |
| | | | | |

Estimated Operating Budget 2020/2021

| | | |
|--|---|--------------------|
| DIBELS standardized testing | \$1.00 per student | \$20.00 |
| MAP standardized testing | \$1500 for license \$15.00 per student | \$1,800.00 |
| Accountant/Business Manager | \$0.00 | Volunteer/donation |
| Attorney | \$0.00 | Pro bono/donation |
| Domain/Website technician | \$500/year | \$500.00 |
| Domain cost | \$200.00 | \$200.00 |
| Insurance | \$2,500.00 | \$2,500.00 |
| License renewal for online subscriptions | \$3,000.00 | \$3,000.00 |
| Cleaning company/supplies included | \$250/week | \$10,000.00 |
| Rent | Donation until December \$1,000 per month Dec - June | \$7,000.00 |

Instructional materials, Smartboards, chromebooks , and furniture have been donated by the former St. Mary's Schools. Grace Baptist Church is allowing us to use their internet/wifi.

Student Learning Time/Calendar

Gateways Academy will follow the Shrewsbury Public Schools calendar for the 2020-2021 academic year. We may modify non-school days, school vacations, and professional development days based upon our population and staff.

Gateways Academy will utilize the standard number of school days (180 days) as required by the Massachusetts Department of Elementary and Secondary. For the 2020-2021 academic year, a determination of 170 school days has been made due to the coronavirus pandemic.

Gateways Academy's school hours will be 8:00 am - 2:30 pm daily. At this time, we do not offer Before School Care, nor After School Care. We are exploring after school activities and programs. A determination will be made pending approval.

At any time should DESE change the number of learning hours or days, the Administration of Gateways Academy will reevaluate and adjust as necessary.

Student Performance Assessment

Gateways Academy periodically evaluates students' skills, competencies, and knowledge and documents their progress.

At the beginning of the school year, in January, and in May, students are given standardized tests, including MAP testing, DIBELS NEXT, and Fountas and Pinnell. The data from these tests are analyzed to track individual progress and determine classroom instruction.

Teachers observe their students daily and, also, administer weekly spelling and math fact quizzes and evaluate reading, phonics, and comprehension skills. For large units in science and social studies, students research topics, create projects, and demonstrate their proficiency through presentations. At the end of the year, students create a portfolio of their work. The portfolio serves as another method to assess students' knowledge and competencies.

Teachers maintain the results of these various methods of evaluation in the observation binder. Three times a year, the Director of Student Learning and the Director of Student Support meet with the classroom teacher to review the data collected for the observation binder. This binder includes teacher observations, quiz and test results, standardized test data, and presentation and portfolio information. With this data, the team looks for student progress and sets individual goals and benchmarks for each student and identifies those who may need additional support. Curriculum is examined and discussed and, with the data collected, is used to guide instruction.

ARTICLES OF INCORPORATION

ARTICLES OF INCORPORATION OF GATEWAYS ACADEMY, INC.

ARTICLE I — NAME

The name of the corporation is GATEWAYS ACADEMY, INC. (hereinafter referred to as the “Corporation”).

ARTICLE II — REGISTERED OFFICE ADDRESS AND AGENT

The principal office of the Corporation is to be located at Street Address: 10 Stanley Road, Shrewsbury, MA 01545. The name and address of the Corporation's initial agent for service of process is: Monica Campbell, Corporate Secretary, 37 Old English Road, Worcester, MA 01609.

ARTICLE III — PURPOSE

The Corporation is organized exclusively for charitable, religious, educational, and scientific purposes as specified in Section 501(c)(3) of the Internal Revenue Code, including for such purposes, the making of distributions to organizations that qualify as exempt organizations under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code. The specific mission and purposes of the Corporation are as follows:

The Corporation offers a blended and comprehensive education for diverse learners, helping each child realize their individual gifts and potential. The Corporation promotes life-long learning, creates paths for individual success, and supports well-being by integrating values of care and compassion. The Corporation prepares students for life.

The Corporation is motivated by the diversity present in every child - culturally, academically, socially - thus, the Corporation strives to reach to each student's intellectual potential and interests with an array of academic, cultural, service, and technological opportunities. In the operations of the Corporation, every student is known personally and empowered to learn and grow.

The Corporation shall not be conducted or operated for profit and no part of the net earnings of the Corporation shall inure to the benefit of any individual, nor shall any of the profits or assets of the Corporation be used other than for the purposes of the Corporation.

ARTICLE IV - MEMBERS

The Corporation shall have no members.

ARTICLE IV – DURATION, DISSOLUTION AND EXEMPTION REQUIREMENTS

Duration. The duration of the corporate existence shall be perpetual.

Dissolution. The provisions for disposition of the corporate assets in the event of dissolution of the corporation including the prioritization of rights of shareholders and members to corporate assets are:

Upon dissolution of the Corporation, the Board of Trustees shall, after paying or making provision for the payment of the Corporation's liabilities and obligations, distribute all of the Corporation's assets for one or more exempt purposes within the meaning of section 501(c)(3) of the Internal Revenue Code or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by the Probate Court of Worcester County, Massachusetts, exclusively for such purposes or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for such purposes.

No Trustee, officer, employee or person connected with the Corporation shall be entitled to share in the distribution of any of the Corporation's assets or property upon its dissolution.

No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to its trustees, officers, members (if any), or other private persons, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Article 2. No substantial part of the activities of the Corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office. Notwithstanding any other provision of these articles, the Corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or (b) by a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

Limitation of Liability.

No Trustee or officer of the Corporation shall be personally liable to the Corporation for monetary damages for any breach of fiduciary duty as a Trustee, or officer, as the case may be, except with respect to:

- (1) Any breach of the Trustee's or officer's duty of loyalty to the Corporation;
- (2) Any acts or omissions that are not in good faith or that involve intentional misconduct or a knowing violation of law; and
- (3) Any transaction from which the Trustee, or officer, derived an improper personal benefit.

BY-LAWS

BY-LAWS OF GATEWAYS ACADEMY, INC.

ARTICLE I NAME

Section 1.1. The name of this corporation, a Massachusetts non-profit corporation, shall be "Gateways Academy" (the "School").

ARTICLE II LOCATION

Section 2.1. Principal Office.
The principal office of the School for the transaction of its business is located at 10 Stanley Road, Shrewsbury, MA 01545.

Section 2.2. Change to Principal Office;
Other Offices. The School may change its principal address by vote of its Board of Trustees and may have other offices in such other places as may be fixed by its Board of Trustees, within or without the Commonwealth of Massachusetts, where it is qualified to do business, as its business may require or as the Board of Trustees may from time to time designate.

ARTICLE III POWERS AND PURPOSES

Section 3.1. Purpose.
The School's purpose is as stated in its Articles of Agreement.

Section 3.2. Powers.
The School shall have all the powers necessary to carry out the foregoing purposes and all the powers of non-profit corporations organized under the laws of the Commonwealth of Massachusetts.

Section 3.3. Limitations.

a. The School shall not discriminate on the basis of age, race, color, gender, financial status, or national origin (i) in the persons serviced, or in the manner of service; (ii) in the hiring, assignment, promotion, salary determination, or other conditions of staff employment; or (iii) in the

membership of its Board of Trustees.

b. The School shall neither have nor exercise any power, nor shall it engage directly or indirectly in any activity that would invalidate its status as a corporation which is exempt from federal income taxation as an organization described in Section 501(c)(3) of the Internal Revenue Code, or corresponding section of any future federal tax code.

c. The School is not organized for pecuniary profit and shall not have any capital stock. No part of its net earnings or of its principal shall inure to the benefit of any officer, trustee or member of the School, or any other individual, partnership or corporation, but reimbursement for expenditures or the payment of reasonable compensation for services rendered shall not be deemed to be a distribution of earnings or principal.

d. If the School is determined to be a private foundation, (i) it will not engage in any act of self-dealing which would give rise to any liability for the tax imposed by section 4941 of the Internal Revenue Code, or corresponding section of any future federal tax code; (ii) it will distribute its income for each tax year at such time and in such manner as not to become subject to the tax on undistributed income imposed by section 4942 of the Internal Revenue Code, or corresponding section of any future federal tax code; (iii) it will not retain any excess business holding which would give rise to any liability for the tax imposed by section 4943 of the Internal Revenue Code, or corresponding section of any future federal tax code; (iv) it shall not make any investments in such manner as to subject it to tax under section 4944 of the Internal Revenue Code, or corresponding section of any future federal tax code; and (v) it shall not make any taxable expenditures which would give rise to any liability for the tax imposed by section 4945 of the Internal Revenue Code, or corresponding section of any future federal tax code.

e. No substantial part of the activities of the School shall be the carrying on of propaganda or otherwise attempting to influence legislation, and the School shall not participate or intervene in (including the publishing or distribution of statements) any political campaign of any candidate for public office.

Section 3.4.

Personal Views.

The School is not responsible for the personal views expressed by any of its employees, officers, Trustees or other participants unless these views have been expressly affirmed or ratified by the Board of Trustees in writing.

ARTICLE IV
MEMBERS

Section 4.1. The School shall have no members.

ARTICLE V
TRUSTEES

Section 5.1. Board of Trustees.
The Board of Trustees shall have all of the powers, rights, responsibilities and duties of directors under the laws of the Commonwealth of Massachusetts and also be entitled to all of the privileges and protections afforded by such laws.

Section 5.2. Management by Trustees.
The Trustees shall have the control and management of the affairs of the School including, but not limited to, charge of the property and business of the School. No expenditures of money shall be made and no contracts or other obligations shall be entered into unless previously authorized by vote of the Trustees or by some committee or officer to which such authority has been given, provided, however, if the Board of Trustees shall subsequently ratify any such expenditure or contract, the School shall then be bound.

Section 5.3. Number.
The Board of Trustees of the School shall consist of not less than five (5) persons and not more than fifteen (15) persons.

Section 5.4. Election.
The initial Board of Trustees of the School shall be elected by the Incorporators, and shall assign its Members into initial terms in accordance with Section 5.5. Thereafter, the Trustees of the School shall be elected by the Board of Trustees at the Trustees' annual meeting or at a special meeting called for that purpose in October or at any other such time as the Trustees shall determine.
Candidates for membership on the Board of Trustees may be proposed by the Trustees or by other interested individuals.

Section 5.5. Term.
Each Trustee shall serve for a term of three (3) years or until his or her successor is elected except that the President shall serve as a Trustee throughout his or her tenure as President. The terms of the Trustees shall be staggered so that one-third (1/3) of the total number of Trustees shall be elected annually. Upon expiration of a Trustee's term, he or she shall be eligible for re-election. The term

of any Trustee who holds a position on the Board ex officio shall automatically end when that Trustee no longer holds the respective office.

- Section 5.6. Composition.
- a. The President of Gateways Academy shall be an ex officio member of the Board of Trustees without vote.
 - b. The Vice President of Gateways Academy shall be an ex officio member of the Board of Trustees without vote.
 - c. All other Members of the Board of Trustees shall be chosen at the discretion of the Board of Trustees.
- Section 5.7. Vacancies.
- Any vacancies among the Board of Trustees shall be filled by the Board of Trustees. A Trustee elected to fill a vacancy shall be elected for the unexpired term of the member's predecessor in office.
- Section 5.8. Removal.
- Any Trustee may at any time be removed from office for any cause deemed sufficient by the Board of Trustees by the affirmative vote of two-thirds (2/3) of the full number of Trustees, other than the Trustee in question, acting at a meeting of the Board of Trustees.
- Section 5.9 Non-Attendance.
- Absent affirmative vote of the Board of Trustees for continuation or reinstatement, any Trustee who shall fail to attend three (3) consecutive regularly scheduled meetings of the Board shall be deemed to have withdrawn from membership on the Board of Trustees.
- Section 5.10. Compensation.
- Trustees shall not receive any stated salaries for their services, but by resolution of the Board of Trustees, a fixed sum and expenses of attendance, if any, may be allowed for attendance at any regular or special meeting of the Board. Nothing contained in these Bylaws shall be construed to preclude any Trustee from serving the School in any other capacity and receiving reasonable compensation for such service.

ARTICLE VI
MEETINGS OF THE TRUSTEES

- Section 6.1. Annual Meeting.
The annual meeting of the Board of Trustees shall take place at such time and on the first Monday of October at the principal offices of the School, or at such other time, date, or place in Massachusetts, as the Board of Trustees or the President shall determine. The purpose of the annual meeting shall be to elect Trustees, to elect the officers of the School, to receive the reports of officers and committees of the Board of Trustees, and to transact such other business as may properly come before the meeting.
- Section 6.2. Regular Meetings.
Regular meetings of the Board of Trustees may be held at such time and at such place as shall from time to time be determined by the President or Chair.
- Section 6.3. Special Meetings.
Special meetings of the Board of Trustees may be called by the President or Chair or by any two (2) Trustees on five (5) days notice.
- Section 6.4. Notice of Meetings.
The business to be transacted at, and the purpose of, any regular or special meeting of the Board of Trustees shall be specified in the notice of the meeting, but no such specification is required in a waiver of notice of such meeting. Notice shall be given at least five (5) days in advance of the meeting in accordance with the provisions of Article VII.
- Section 6.5. Alternate Forms of Meetings.
- a. Conference Calls. The members of the Board of Trustees, or any committee or subcommittee of the Board may participate in a meeting of the Board or such committee by means of conference telephone or similar communications equipment. Participation by this means shall constitute presence by the person at the meeting.
- b. Telephone Polls and Electronic Mail. The members of the Board of Trustees or any committee or subcommittee of the Board may also take an action if two-thirds of those qualified to vote approve the action via poll (which may be by telephone, electronic mail or other written means) conducted by the Chair or any officer designated by the Chair to conduct such. The exact text of the action to be voted upon shall be read or sent to the Trustees, committee or subcommittee members entitled to vote on the

matter and the vote of each Trustee, committee or subcommittee member shall be recorded. The results of any such poll shall be presented to and reviewed by the members of the Board of Trustees, the committee or subcommittee, respectively, at their next regularly scheduled meeting following the poll. The Board of Trustees may require each Trustee who has voted by electronic means to provide a printed copy of the communication showing his or her vote and signature to the Chair of the Board by the next meeting.

c. Action by Unanimous Consent. Any action required or permitted to be taken at a meeting of the Trustees may be taken without a meeting if consents in writing, setting forth the action so taken, shall be signed by all of the Trustees and filed by the Secretary with the minutes of the meetings of the Board of Trustees.

d. Ratification. Actions taken by the Board of Trustees pursuant to Sections 6.5 of these Bylaws shall be valid when taken, but shall be reviewed and ratified at a subsequent regular or special meeting of the Board of Trustees.

Section 6.6. Record of Meetings.
The Secretary or other person designated by the Board of Trustees shall keep a record of the meeting.

Section 6.7. Quorum; Vote Required.
Two-thirds of Trustees shall constitute a quorum for the transaction of business at a meeting of Trustees, and, unless otherwise provided for by law or these Bylaws, the act of the majority of the Trustees present and voting at any meeting at which a quorum is present shall be the act of the Board of Trustees. If a quorum shall not be present at any meeting of the Trustees, the Trustees present at the meeting may adjourn the meeting from time to time, without notice other than an announcement at the meeting, until a quorum shall be present. At such adjourned meeting at which a quorum shall be present, any business may be transacted which might have been transacted at the meeting as originally noticed.

Section 6.8. Action by Unanimous Consent.
Any action required or permitted to be taken at a meeting of the Trustees may be taken without a meeting if consents in writing, setting forth the action so taken, shall be signed by all of the Trustees and filed by the Secretary with the minutes of the meetings of the Board of Trustees.

ARTICLE VII NOTICE

- Section 7.1. General.
Whenever under the provisions of law or these Bylaws, notice is required to be given to any Trustee or Officer, such notice must be given in writing, by personal delivery, telephone, facsimile, courier, postal service, or electronic mail addressed to such Trustee or Officer at his or her address as it appears on the records of the School, with postage or other delivery fees thereon prepaid, if applicable. Notice by mail shall be deemed to be given at the time it is deposited in the United States mail.
- Section 7.2. Waiver.
Whenever any notice is required to be given by law or by these Bylaws, a waiver of notice signed by the person or persons entitled to such notice, whether before or after the time stated in these Bylaws, shall be deemed equivalent to the giving of such notice. Attendance at a meeting either in person, or if applicable, by proxy, of a person entitled to notice shall constitute a waiver of notice of the meeting unless he or she attends solely for the purpose of objecting at the beginning of the meeting to the transaction of business on the grounds that the meeting was not lawfully called or convened.

ARTICLE VIII OFFICERS AND AGENTS

- Section 8.1. Officers.
The officers of the School may include a President, Chair of the Board, a Vice President, Vice Chair of the Board, a Secretary, and a Treasurer. The Trustees may also appoint an Assistant Treasurer and an Assistant Secretary.
- Section 8.2. Other Officers and Agents.
The Board of Trustees may appoint such other officers and agents as it shall deem necessary, who shall hold their offices for such terms and shall exercise such powers and perform such duties as shall be determined from time to time by the Board of Trustees.
- Section 8.3. Election: Term of Officers; Vacancies.
The Board of Trustees shall elect the officers of the School at their annual meeting. The officers of the School shall hold office for terms of two (2) years or until their successors are elected and qualified. Each officer shall be chosen from the Board of Trustees.

Any vacancy occurring in any office of the School shall be filled by the Trustees. A person may hold more than one office except the President may not also be Vice-President.

Section 8.4. The President. The President shall be responsible for the day-to-day management of the School, and shall perform such other duties and have such other powers as the Board of Trustees may from time to time prescribe.

Section 8.5. The Chair of the Board.
The Chair of the Board or “Chair” shall preside at meetings of the Board of Trustees, and shall perform such other duties and have such other powers as the Board of Trustees may from time to time prescribe.

Section 8.6. The Vice President.
The Vice President shall, in the absence or disability of the President, perform the duties and exercise the powers of the President and shall perform such other duties and have such other powers as the Board of Trustees may from time to time prescribe.

Section 8.7. The Vice Chair of the Board. The Vice Chair of the Board or “Vice Chair” shall, in the absence or disability of the Chair, perform the duties and exercise the powers of the Chair and shall perform such other duties and have such other powers as the Board of Trustees may from time to time prescribe.

Section 8.8. Secretary; Assistant Secretary. It shall be the duty of the Secretary or other person designated by the Board of Trustees to keep the minutes of all meetings the Board of Trustees, and to perform all other duties usually incident to the office. The Secretary or other person designated by the Board of Trustees shall issue notices of annual and special meetings of the School and of the Board of Trustees. The Board may also appoint an Assistant Secretary to assist the Secretary.

Section 8.9. Treasurer. It shall be the duty of the Treasurer to receive, safely keep and disburse the funds of the School, subject to the direction of the Board of Trustees. The Treasurer, or in his or her absence another officer of the School, shall deliver a report at each meeting of the Trustees and shall deliver an annual report at the annual meeting of the members. At their discretion the Trustees may require the Treasurer, or any other officer authorized by the Board of Trustees to sign checks, to give a bond. The bond shall be in such sum and with such sureties as the Trustees require. The Board may

also direct the School to pay the cost of the premiums for the bond. The Board may also appoint an Assistant Treasurer to assist the Treasurer.

- Section 8.10. Removal.
Any officer may at any time be removed from office for any cause deemed sufficient by the Board of Trustees by the affirmative vote of two-thirds (2/3) of the full number of Trustees acting at a meeting of the Board of Trustees.

ARTICLE IX COMMITTEES

- Section 9.1. Executive Committee.
The Board of Trustees, by a resolution adopted by a majority of the full Board of Trustees, may designate from among its number an Executive Committee, and except as prohibited by law, may delegate to such Executive Committee all or such of the authority of the Board of Trustees as the Board of Trustees may determine. Absent affirmative vote to the contrary, the Officers shall constitute the Executive Committee of the Board.

- Section 9.2. Nominating/Corporate Governance Committee.
The Board of Trustees shall establish and maintain a Nominating/Corporate Governance Committee, which may be made up of some or all of the Members of the Board of Trustees. The Nominating / Corporate Governance Committee shall identify individuals qualified to become Board members, select or recommend the Trustee nominees, develop and recommend a set of corporate governance principles, oversee the evaluation the Board and management, and perform such other duties as the Board may determine from time to time.

- Section 9.3. Compensation Committee.
At such time as the Board of Trustees decides to compensate its officers, the Board shall establish and maintain a Compensation Committee. The Compensation Committee shall review and approve corporate goals with respect to officer compensation; evaluate officer performance; determining the officer compensation level either as a committee or together with independent Trustees; making recommendations concerning incentive-compensation plans, producing a compensation committee report, and perform such other duties as the Board may determine from time to time. The Compensation Committee shall recommend compensation arrangements based on information about compensation aid by

similarly situated taxable or tax-exempt organizations for similar services, current compensation surveys compiled by independent firms, or actual written offers from similarly situated organizations. The Compensation Committee shall record in writing both the information, as described in the preceding sentence, on which it relies to base the decision regarding compensation and its source. Compensation includes salary or wages, deferred compensation, retirement benefits, whether in the form of a qualified or non-qualified employee plan (pensions or annuities), bonuses, fringe benefits (including personal vehicle, meals, lodging, personal and family educational benefits, low interest loans, payment of personal travel, entertainment, or other expenses, athletic or country club membership, and personal use of the School's property).

- Section 9.4. Audit Committee.
The Board may establish and maintain an Audit Committee. The Audit Committee shall assist the Board in oversight of the company's financial statements, compliance with legal and regulatory requirements, the independent auditor's qualification and independence, and the internal audit function. The Audit Committee shall prepare or oversee preparation of required financial reports, and perform such other duties as the Board may determine from time to time. The Audit Committee shall include three (3) members.
- Section 9.5. Parents Advisory Council. The Board may establish and maintain a Parents Advisory Council (the "Council"). If the Council is created, the Board shall endeavor to appoint at least one (1) parent of a child from each grade with students currently enrolled in the School. Once established, the Council shall serve (i) as a liaison for parents, families and other interested persons and the Board to communicate the concerns, ideas and creative contributions from such individuals to the School, (ii) to assist in maintaining quality assurance in the programs offered by and through the School, (iii) to coordinate activities and resources with the Gateways Academy School and (iv) generally to facilitate the communication between the School and parents, families and other interested persons.
- Section 9.6. Personnel Committee. The Board may establish and maintain a Personnel Committee. The Personnel Committee shall assist the Board in oversight of all personnel policies of the School, shall screen any candidates proposed for administrative or academic leadership of any program or division of the School, and generally shall counsel with the respective hiring official, in advance, with

respect to the proposed hiring of any full-time faculty of the School.

- Section 9.7. Academic Affairs Committee. The Board may establish and maintain an Academic Affairs Committee. The Academic Affairs Committee shall assist the Board in oversight of the academic content of all educational programs of the School, shall review, together with the Personnel Committee, any hiring and promotion standards applicable to academic personnel, and shall screen, in advance, any degree programs and curriculum adopted by the School. The Academic Affairs Committee shall have general oversight of accreditation and professional development programs of the School.
- Section 9.8. Other Committees.
The Board of Trustees may also designate such other committees as they deem necessary for the efficient conduct of the business of the School. The members of such committees shall include Trustees who so choose to participate and such individuals as the Board may appoint. Such committees may be discontinued when no longer necessary. Each such committee shall present a written report at the annual meeting of the Board of Trustees. Committees shall not act on behalf of the School without specific authorization from the Board.
- Section 9.9. Committee Constitution and Governance.
The chairperson and a majority of the voting members of all standing committee members shall be members of the Board of Trustees. Other voting members shall be approved by the Board of Trustees following recommendation of the Nominating Committee. Any committee may supplement its membership with non-voting advisory members drawn from the Board of Trustees or from others from time to time. Anyone participating as a member or advisory member to any School Board committee, or who participates in discussion on any matter presented for vote at any committee meeting shall subscribe, without reservation, to the School's Mission and Purpose. Committee members may prepare committee charters for approval and revision by the Board of Trustees from time to time. Committees shall regularly circulate notices of meetings, agendas and minutes to the full Board of Trustees. Any member of the Board of Trustees may attend any committee meeting at any time, except for executive sessions of the committees, and shall be entitled to participate in all discussions. However, voting shall be limited to voting members as approved by the Board.

ARTICLE X
CONFLICT OF INTEREST

Section 10.1. Each Trustee, Officer, or Committee member shall have an affirmative duty to disclose to the School each transaction with the School that would be a Pecuniary Benefit Transaction (as defined by applicable law) as to that Officer, Trustee, or Committee member, and shall be prohibited from participating in the discussion or voting on the transaction. The School shall enter into Pecuniary Benefit Transactions only in accordance with the applicable provisions of applicable law, as they may exist from time to time. The Trustees may develop and adopt further policies regarding Conflict of Interest, consistent with this section and the law of Massachusetts and of the United States.

ARTICLE XI
CONTRIBUTIONS AND DEPOSITORIES

Section 11.1. Voluntary Contributions.
The School may accept gifts, grants, legacies and contributions from any source including persons, corporations, trusts, charities, and governments and governmental agencies. No (i) tangible personal property, (ii) real estate, or (iii) designations, restrictions or trusts of any kind shall be accepted by or on behalf of the School by any person prior to Board vote duly recorded in the minutes of the School.

Section 11.2. Depositories.
The Board of Trustees shall determine what federally- insured depositories in or outside the Commonwealth of Massachusetts shall be used by the School. All checks, drafts or orders for the payment of money, notes or other evidences of indebtedness issued in the name of the School, shall be signed by the officer or officers, agent or agents of the School, and in such manner as shall be from time to time determined by resolution of the Board of Trustees. In the absence of such determination by the Board of Trustees, such instruments shall be signed by the Treasurer or an Assistant Treasurer and countersigned by the President.

ARTICLE XII
PROHIBITED ACTIVITIES AND DISSOLUTION

Section 12.1. Disposition of Assets upon Dissolution.
Upon dissolution of the School, the Board of Trustees shall, after paying or making provision for the payment of the School's

liabilities and obligations, distribute all of the School's assets for one or more exempt purposes within the meaning of section 501(c)(3) of the Internal Revenue Code or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed by the Probate Court of Worcester County, Massachusetts, exclusively for such purposes or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for such purposes. No Trustee, officer, employee or person connected with the School shall be entitled to share in the distribution of any of the School's assets or property upon its dissolution.

Section 12.2. Prohibited Uses of Corporate Funds. No part of the net earnings of the School shall inure to the benefit of, or be distributable to its Trustees, Trustees, officers, members (if any), or other private persons, except that the School shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Article 2. No substantial part of the activities of the School shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the School shall not participate in, intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office. Notwithstanding any other provision of these articles, the School shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or (b) by a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

Section 12.3. Trustees' Liability. Notwithstanding any other provisions of this Article, no Trustee of the School shall be personally liable to pay the liabilities of the School.

ARTICLE XIII

GENERAL

Section 13.1. Fiscal year.
The School shall operate on a fiscal year ending June 30. Alteration of the fiscal year (by vote of the Board of Trustees) shall not require amendment of these Bylaws.

- Section 13.2. Execution of Contracts and Documents. All contracts and evidence of debt may be executed only as directed by the Board of Trustees. The President, Chair, or Treasurer, or such other agent(s) specifically authorized by the Board of Trustees, shall execute, in the name of the School all contracts or other instruments so authorized by the Board of Trustees.
- Section 13.3. Payment for Goods and Services. Payment for any services rendered or materials provided to the School shall be made only upon authorization of the Board of Trustees. The Board of Trustees may, to the extent permitted by law, delegate this authority to the President or Chief Executive Officer (if other than the President). Payment by means of check or other instrument of indebtedness requiring a signature shall be signed by an individual employed by the School as its bookkeeper or such other agent authorized by the Board of Trustees. Any such payment exceeding \$5,000.00, or such other amount as the Board of Trustees shall set from time to time, shall be countersigned by the Treasurer or other Officer of the School.
- Section 13.4. Provisions Relative to Trustees and Officers.
In the absence of bad faith, no contract or transaction by this School shall be void, voidable, or in any way affected by reason of the fact that the contract or transaction is (a) with one or more of its Trustees or Officers, (b) with a corporation, organization or other concern in which a Trustee or Officer of this School is an officer, Trustee, employee or in any way interested, or (c) one in which a Trustee or officer of this School is in any way interested. In the absence of bad faith, no Trustee or officer of this School shall be liable to this School or creditor of this School or to any person for any loss incurred by reason of such contract or transaction or be accountable for any gains or profits realized as a result of such contract or transaction so long as the transaction has been approved in accordance with the provisions of these Bylaws.
- Section 13.5. Hierarchy of Governance Documents.
In the event of any conflict between the provisions of the governance documents of this School with regard to governance of the School or the conduct of any meeting of its Trustees, the order of priority of authority shall be as follows: Articles of Agreement, Bylaws, Policy's adopted by the Board of Trustees, other memorandum or directives adopted by the Board of Trustees, and *The Modern Rules of Order: A Guide for Conducting Business Meetings*, published by the American Bar Association.

ARTICLE XIV
INDEMNIFICATION

- Section 14.1. The School may indemnify a person who is or was a Trustee, officer, employee or agent of the School or who is or was serving in another capacity at the request of the School, up to the full extent authorized by law, and may from time to time purchase and maintain insurance to protect itself and such persons against liability.

ARTICLE XV
AMENDMENTS

- Section 15.1. These Bylaws may be amended or repealed or new Bylaws adopted by the Trustees at any meeting by the affirmative vote of not less than two-thirds of all the Trustees of the School, provided notice of the proposed change is given in the notice and not less than one month prior to such meeting and provided.

ARTICLE XVI
NONDISCRIMINATION POLICY

- Section 16.1. Policy.
For so long as the School operates a private school or unless directed otherwise by law, the following Racial Nondiscrimination Policy shall apply to said school:
- “The school admits students of any race, color, gender, national and ethnic origin, or disabilities to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, gender, national and ethnic origin, or disabilities in the administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs.”

- Section 16.2. Use of Statement.
For so long as the School operates a private school or unless directed otherwise by law, the Nondiscrimination Policy shall be included in all brochures and catalogues dealing with student admissions, programs, scholarships, and any written advertising used to inform prospective students of the School’s programs. The School will also include the Nondiscrimination Policy or a reference to Nondiscrimination Policy in all other written advertising that it uses to inform prospective students of its programs, including all

application forms, advertisements and other printed publicity.

Section 16.3. Publicity.

For so long as the School operates a private school or unless directed otherwise by law, the school shall publish a notice of its Nondiscrimination Policy during the school's period of solicitation for students or, in the absence of a solicitation program, during the school's registration period, in a newspaper of general circulation that services all racial segments of each community it serves not less than one (1) time per year. The notice must appear in a section of the newspaper likely to be read by prospective students and their families and it must occupy at least three (3) column inches. It must be captioned in at least 12 point bold face type as a notice of Nondiscrimination policy as to students, and its text must be printed in at least 8 point type, reading: NOTICE OF NONDISCRIMINATION POLICY AS TO STUDENTS, followed by the text of the Nondiscrimination Policy provided in Section 16.1.

Section 16.4. Compliance with Internal Revenue Code.

The School shall comply in all respects with the requirements of the Internal Revenue Code and any other applicable law regarding its Nondiscrimination Policy.

ARTICLE XVII
KEY STATEMENTS

Section 17.1. Mission Statement.

The School's Mission Statement shall be as follows:
Gateways Academy exists to offer a blended and comprehensive education for diverse learners, helping each child realize their individual gifts and potential. We promote life-long learning, create paths for individual success, and support well-being by integrating values of care and compassion. We prepare our students for life.

Section 17.2. Purpose Statement.

The School's Purpose Statement shall be as follows:
Gateways Academy is motivated by the diversity present in every child - culturally, academically, socially - thus, we strive to reach to each student's intellectual potential and interests with an array of academic, cultural, service, and technological opportunities. In our school, every student is known personally and empowered to learn and grow.

CERTIFICATION

The undersigned President of the School hereby certifies that the foregoing Bylaws were adopted by Written Action of the Board of Trustees, adopted originally July 29, 2020

Advertising Flyer

Gateways Academy

GROW * ACHIEVE * THINK * EXPLORE * WONDER * APPLY * YOUTH * SERVE

10 Stanley Road, Shrewsbury, MA 01545; gatewaysinfo137@gmail.com

Gateways Academy is a **NEW**, intentionally small, and purposefully designed microschool. In our school, every learner is known personally and empowered to learn and grow.

We exist to meet individual learning needs in the classroom and expose students to learning opportunities beyond the traditional school setting. Our curriculum centers around multi-age cohorts, where every learner participates in his/her own education, while serving an essential role in leading and serving the whole school community. The cohort model promotes learning and leadership.

| <u>Cohort</u> | <u>Multi-age group</u> | <u>Cohort</u> | <u>Multi-age group</u> |
|---------------|------------------------|---------------|------------------------|
| #1 | Kindergarten - Grade 2 | #3 | Grades 6-8 |
| #2 | Grades 3-5 | #4 | Grades 9-12 |

Through the *Conquer - Collaborate - Create* model, students will:

- ***Achieve and grow*** at their own pace, moving beyond traditional curriculum limits
- ***Apply*** critical thinking skills through inquiry-based instruction and hands-on projects, mimicking a true-world work environment for multiple ages and abilities.
- ***Think*** outside the box as they become inventors, take academic risks, and ***explore*** our world.

Features:

- ★ Inquiry-based instruction
- ★ Project-based learning
- ★ Socratic seminar
- ★ Thematic designed approach
- ★ Values focused

**2020-2021 Tuition: \$5000.00; Payment plans available.
5% discount offered for one-time payers by August 15th.**

**For more information, please contact us by email at gatewaysinfo137@gmail.com.
We look forward to speaking with you.**

Parent/Student Handbook

Gateways Academy

Parent/Student Handbook

2020-2021

ADMINISTRATION'S RIGHT TO AMEND

The administration of Gateways Academy reserves the right to amend this Handbook. Notice of amendments will be communicated to parents in writing by letter or email.

Nothing in this handbook is meant to conflict with state or federal laws.

The major rules and policies are included in, but not limited to, those set forth in this revised edition of the **Gateways Academy Parent/Student Handbook**. Please remember that students also are expected to abide by the individual rules of each classroom. We are professionally trained and skilled educators who seek your cooperation in planning a challenging and rewarding year for your children.

(August 2020)

**Gateways Academy
10 Stanley Road
Shrewsbury, MA 01545**

Faculty/Staff

Principal/Classroom Teacher
Director of Student Learning/Classroom Teacher
Director of Health Services and Curriculum/Classroom Teacher
Director of Student Support Services/Classroom Teacher

Cynthia Ahearn
Monica Campbell
Stacey Varney
Cindi Sprow

Classroom Teacher
Classroom Teacher
Classroom Teacher

Gina Colorio
Rebekah Hajj
Meghan Mathon

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INTRODUCTORY STATEMENTS

Our Mission

Gateways Academy is committed to offering a blended and comprehensive education for diverse learners, helping each child realize their individual gifts and potential. We promote life-long learning, create paths for individual success, and support well-being by integrating values of care and compassion. We prepare our students for life.

Our Purpose

Gateways Academy is motivated by the diversity present in every child - culturally, academically, socially - thus, we strive to reach to each student's intellectual potential and interests with an array of academic, cultural, service, and technological opportunities. In our school, every student is known personally and empowered to learn and grow.

PARENTS' ROLE IN EDUCATION

The faculty and staff of Gateways Academy consider it a privilege to work with parents in the education of children because we believe parents are the primary educators of their children. We partner with parents and guardians in this role and serve alongside you in your child's development - academically, physically, mentally, and emotionally.

Once you have chosen to enter into a partnership with us at Gateways Academy, we trust you will be loyal to this commitment. During these formative years, your child needs constant support from parents and faculty in order to develop his/her moral, intellectual, social, cultural, and physical endowment. Neither parents nor teachers can afford to doubt the sincerity of the efforts of their educational partner in the quest of challenging, yet nourishing, the student to reach his/her potential. It is vital that both parents and teachers remember that allowing oneself to be caught between the student and the other partner will never have positive results. To divide authority between school and home or within the home will only teach disrespect of all authority. If there is an incident at school, you as parents must make investigation of the complete story your first step. Evidence of mutual respect between parents and teachers will model good mature behavior and relationships.

Students are naturally eager to grow and learn. However, sometimes in the process of maturation new interests may cause them to lose focus. As this natural process occurs, the student needs both understanding and discipline. At times, your child may perceive discipline as restrictive. However, it is boundaries and limits which provide a young person with both guidance and security.

It is essential that a child take responsibility for grades he/she has earned and be accountable for homework, long-term assignments, major tests, service projects, and all other assignments. This responsibility also extends to times of absence.

Together, let us begin this year with a commitment to partnership as we support one another in helping your child to become the best person he/she is capable of becoming.

School-wide, we adhere to the following foci:

- 1. Grow:** *Given that student development occurs differently for each learner, we meet each learner where he/she is and advance learning from that starting place.*
- 2. Achieve:** *Everyone can and will accomplish and succeed, particularly in an environment where student interest is paramount and drives the learning*
- 3. Teach:** *Empowering students to become teachers as each one gains knowledge and shares newly-discovered credible information increases the learners depth of understanding and grasp.*
- 4. Explore:** *Engagement is strengthened during the process of looking beyond the textbook, in a hands-on, experiential and collaborative mode of learning.*
- 5. Wonder:** *Restoring a sense of curiosity and expectation in learning gives learners a greater desire to know more.*
- 6. Apply:** *Intentionally avoid knowledge for knowledge's sake gives purpose to learning. Students practice in real-life situations through the multi-age cohort and schoolwide collaboration.*
- 7. Youth:** *Personal, social, and emotional development can vary greatly. Allowing students to “be kids” and “enjoy the present” are important elements for success.*
- 8. Serve:** *Awareness of the needs of others in our school community, neighborhood, region, and beyond creates a broadened life perspective for our students.*

CODE OF HONORABLE CONDUCT

A compassion and respect for others are hallmarks of the Gateways Academy community. All members of the Gateways Academy community, students, faculty, staff, administration and parents will uphold the principles of personal and academic honesty and integrity so that we can grow and develop in the school's mission and of whole person formation.

When a student violates the principles of the Code of Honorable Conduct, appropriate corrective actions and/or consequences must be taken. When specific actions/consequences are not identified in the Handbook, then the administration may assess whatever actions/consequences that they deem appropriate. For repeat or serious violations, the administration may also convene with the Pastor.

All members will conduct themselves in an honorable manner at all times both at school and elsewhere. All members will model these school principles as follows:

Be respectful!

Show respect for others, yourself, materials, and the environment.

- Follow directions the first time.
- Allow others' viewpoints without criticism.
- Return materials and leave all spaces the way you found them.

Be positive!

Be the best person you can be.

- Use appropriate language - no swearing, no put downs toward others or yourself.
- Think before you speak or act. Choose your words and actions wisely.
- Always be kind.

Be formal!

Demonstrate a commitment to learning.

- Be on time.
- Sit in your assigned seat.
- Bring all required materials.
- Participate without distractions - sit up straight in your chair, raise your hand, face forward, keep your hands to yourself, no side conversations.

Academic Information

Nondiscrimination Policy

Gateways Academy admits students of any race, color, religion, and national or ethnic origin to all rights, privileges, programs, and activities generally accorded to or made available to students in the school. It does not discriminate on the basis of race, color, sex, religion, national or ethnic origin in the administration of its education policies, admission policies, or athletic or other school administered programs.

It is important to remember that all students are accepted on an annual basis. Re-acceptance for successive years will be based on the attitude, behavior, and achievement of the student.

Admissions - Academic Acceptance/Entrance Requirements

Children applying for Kindergarten must be five years old on or before December 31. Children applying for grade 1 must be six years old on or before December 31. All new pupils in grades K through 6 must present birth, immunization records, and school records/national tests.

Entrance to Gateways Academy for all grades is based on the student's report cards, discipline records, standardized testing, and other information from the school previously attended. New students are accepted into classes if space is available and at the discretion of the school administration based on the academics and conduct at the previous school attended. A meeting with the administration is required.

In consideration for admission, we reserve **the right to assess** the readiness of a student's capability to perform the work of a given grade (Kindergarten) by testing and by reviewing previous school records, including subjects taken and evaluation of performance, objective aptitude and achievement test data, observations and recommendations, student profile, and interview results. A sincere parental commitment to support the program and staff is necessary.

Conferences

We believe in ongoing communication with parents. Conferences will occur regularly at the midpoint during each trimester.

Throughout the year, parents who have any concerns with their child's progress are encouraged to schedule a meeting with the teacher.

Courses

Each full year course (approximately 120 instructional hours) is valued at one credit. Physical education is valued at 1/4 credit per year. To meet the varied interests, backgrounds, and talents of the individual student, Gateways Academy offers diverse courses to provide a creative learning experience, while at the same time meeting requirements for college admissions.

Required Courses for grades 9-12:

- English - 4 credits
- Math - 4 credits

- Science and Engineering/Technology - 3 years
- History - 3 years
- Physical Education - 2 years

Family Education Rights and Privacy Act (FERPA) – The Buckley Amendment

Gateways Academy adheres to the Family Education Rights and Privacy Act – The Buckley Amendment - regarding access to student records and academic confidentiality.

1. Students may not grade the work of other students.
2. Children of teachers may not grade the work of students enrolled at Gateways Academy.
3. Graded student work may not be displayed in the halls.
4. A student should never be asked to state his/her grade aloud.
5. Parent volunteers may not grade student work.
6. Parent volunteers should not tutor or work in a remedial capacity with any students.

Grading Periods

The school year is divided into three marking periods. Progress reports and report cards will be issued three times each with the final report card in June. Narrative and numerical grades will be used on the report. An incomplete will be given for prolonged absence due to illness. The student has five (5) school days to make up the work and receive a grade. Failure to do so may result in a failing grade for the marking period; however, every effort will be made to ensure student learning and success.

Guidance

Guidance forms an integral part of the education of our students. Because Gateways Academy aims at the total development of the person, guidance services include personal, social, educational, and career counseling. The program assists the students to understand themselves by focusing on their interests, abilities and needs in relation to their home, school and general environments.

The guidance program includes individual interviews, group seminars, the administration and interpretation of tests, visits by college representatives, college fairs, scholarships and financial aid information.

Promotion/Retention

Promotion or retention of students is ultimately the decision of the administration in consultation with the parents/guardians and teachers. The ultimate goal is always to act in the **child's best interest**. It is the school administration's responsibility to assess all factors and determine if this school can provide for the child's needs and which placement would be best.

Student Support Services

Gateways Academy offers services to students who struggle both academically and behaviorally through the office of Student Support Services. For students who, through their public school system, are eligible for special education services through an IEP (Individualized Education Program), an accommodation plan is developed and carried out with the cooperation of the student, his or her parents, and his or her teachers. Student Support Services also identifies

students who may be struggling and in need of extra support. Parents are encouraged to contact Student Support Services if they feel that a child could benefit from an educational assessment or is in need of academic or behavioral intervention.

Textbooks and Workbooks

Students are supplied with the currently published books.

Transfer and Withdrawal Procedures

Please inform the school office (administration) as soon as you make a decision to transfer your child. A release form must be signed by the parent to authorize the transfer of records. You may obtain a transfer form from the school office. Please return it, completed and signed to the school secretary.

Parents should present the name and address of the new school, so that the administrative assistant may mail all appropriate records within a timely manner. School records cannot be given to the parents - they **must** be mailed directly to the new school. We do not make exceptions to our financial policy with regard to transfers.

Arrival, Attendance, Dismissal

ARRIVAL AND DISMISSAL

The school day begins at 8:00 a.m. and ends at 2:30 p.m. The building opens at 7:45 for early drop off.

Arrival

All students will enter the main school doors upon arrival to school. Students must remain on school grounds for the duration of the school day, unless dismissed by a parent, guardian, or participating in an authorized school-related trip.

Dismissal

Dismissal is at 2:30 p.m. Any students **not** involved in a structured extra-curricular activity, or staying with a teacher for extra help, are expected to leave the building at that time.

ATTENDANCE

The administrators and faculty of Gateways Academy believe that students' attendance in school and in class is essential as they mature into responsible adults. Punctuality and regularity of attendance are important for the student, starting with the very first day of school. School is a student's work place.

Absences

A student who has missed school for several days becomes the rightful concern of teachers and administration. A pattern of absenteeism places any student in academic jeopardy. Parents/guardians will be contacted in writing when a student has accumulated five (5) absences and again when the student accumulates ten (10) absences in any one course and/or overall. Students who are frequently absent jeopardize their possibility for promotion.

State law requires students to be in school for all classes all day. On the day of a student's absence, a parent/guardian should notify the school office by 9:00am.

They should give the following information:

- Name of caller
- Student's name and grade
- Reason for absence

If your child is absent and we have not received a phone call, the school office will attempt to call you at home or work to verify the absence.

Attendance Guidelines

1. Students who are hospitalized or under doctor's care and return with a doctor's letter of explanation, which has been verified and accepted by the Health Coordinator and an administrator, may be granted an extension equal to the number of days of that care, providing all other absences have received prior acceptance by an administrator.
2. Staff members will maintain attendance records for each course, and will submit attendance records/credit loss forms when students exceed maximum number of days

absent

Absences - communication to school

Upon a student's return to school, all absences must be verified by the student's parent or guardian in writing within one day after the return. The note should contain the following information:

1. Student's name
2. Date of absence
3. The reason for the absence
4. Signature of parent/guardian

Absences - without notification or consent (Truancy)

A student who is absent without parental knowledge and consent will be considered truant. Frequent or prolonged absence must be reported to the attendance officer of the local public school district.

Tardiness

We encourage all students to arrive on time for the start of the school day.

Funerals

A student who wishes to attend a funeral of someone other than a member of his/her immediate family must submit a **written** note from his/her parents.

Vacations

Ample time is provided in the regular school calendar for family vacations. Taking vacations during instructional time is disruptive and counterproductive for the student. Families are encouraged to plan their vacations to coincide with school vacations. The student will be responsible for completing all missed work upon his/her return to school. Teachers are not required to provide materials in advance of vacations, but may do so at their discretion.

Early Dismissal

The school day ends each day at 2:30 pm. Early dismissal is granted to a student who has written permission from a parent or guardian, specifying the time and reason for dismissal. For the safety and protection of each child, a parent/guardian must send a **written request** for their child's early dismissal to school the morning of the dismissal which will stay on file. The school administration may release a student **only** to a parent or authorized person who **must** come to the school office and sign the child out before a student can be released from class. In the case of student drivers, verbal permission via telephone must be made by the parent prior to dismissal.

In case of illness during school hours, parents will be notified to come for their child. Dismissal of children during the school day will be conducted through the Main Office.

Snow Days, Delays, Unexpected Dismissal Due To Weather

Cancellation of school or delays because of inclement weather will be announced on the local

radio station or news television stations. These announcements usually begin at 6:00 a.m. Gateways Academy will dismiss school because of the weather. Parents have the option to dismiss their child and must use their own discretion. Cancellations, early dismissals, and delays are made in conjunction with the Shrewsbury Public Schools. Text messages and alerts will also be sent by the administration.

BEHAVIOR/DISCIPLINE POLICY

Both in and out of class, students are expected to behave in a safe, courteous and respectful manner. School rules and regulations provide safety, security and support to students. They help in the formation of character, orderliness and efficiency, helping students become well-rounded, capable individuals for their future roles in society. With a school wide personal behavior policy, students know what is expected of them. Students should always know that the entire adult community shares the same basic expectations for student behavior.

BEHAVIOR AND PERSONAL RESPONSIBILITY

At Gateways Academy, our mission is to create a safe and supportive environment for all students. We are committed to a vision of discipline that teaches students the life skills necessary to behave and succeed in the world. Conferences between teacher and student will be assigned first to help resolve disruptive behavior. Each teacher is responsible for maintaining classroom discipline and appropriate behavior by their students within the classroom and in other areas of the school.

Students are expected to conduct themselves in a manner reflecting a sense of responsibility, good citizenship, and consideration of rights of others. The school will not tolerate rudeness or violence in any form. Should student action necessitate referral to the office, a Discipline Referral Form will be used to inform the Administration of the nature of the infraction. The Administration will provide appropriate action based on a review of the situation.

Administration is responsible for establishing or approving general school and classroom rules and regulations. They serve as a resource for both teachers and parents in improving student behavior. In instances where the teacher and/or parent have been unable to effect positive change, the Administration will become more directly involved in the disciplinary process.

Gateways Academy employs consistent and fair application of disciplinary measures exercised in a positive fashion and atmosphere. Parents should support the school and its policies so that students realize the importance of school rules and discipline. The discipline policies of Gateways Academy foster an environment that promotes the total education of the student. With the cooperation of parents, students, and faculty, the discipline system serves as a positive element in providing such an environment. A student whose behavior at any time jeopardizes the good name of Gateways Academy and/or presents a potential danger to the school community may, at the discretion of the administration, be removed from school activities and, furthermore, be subject to the full range of disciplinary actions up to and including suspension and expulsion.

ACADEMIC INTEGRITY

Issues of academic integrity touch at the core of our mission to foster personal responsibility and high moral standards. Therefore, they will be handled firmly regardless of the type of assignment or test. Violations of academic integrity include cheating, plagiarism, and forgery. Cheating is defined as the giving or receiving of unauthorized assistance from any verbal or written source. Plagiarism occurs when a student intentionally or unintentionally fails to acknowledge all materials quoted, paraphrased, or summarized from any published or

unpublished work. Forgery is defined as imitating or counterfeiting documents, signatures, etc. to deceive. These definitions encompass, but are not limited to the following infractions:

- Possession of unauthorized materials during a test
- Copying of assignments
- Forgery
- Copying of magnetic and electronic media
- Unauthorized use of the Internet
- Purposeful and deliberate inaccuracies in citing sources for a research assignment (For example, giving an incorrect page number or not making clear what information or words came from a specific source.)
- Misquoting a source used in a research assignment
- Other unauthorized procedures as determined by the classroom teacher

Anyone found cheating will be subject to the following:

1. A grade of zero (0) on the school work where the cheating occurred
2. Parental notification and/or meeting

CARE OF SCHOOL PROPERTY

Students are expected to take pride in the appearance of their classroom and all school property. This means respecting property both inside and outside the school. This includes the building, grounds, equipment, and materials. Each student is accountable for the condition of his/her desk and chair. Parents and students will be required to pay for any damage to school property, **including, but not limited to, loss or damage to textbooks, instructional materials, computers, software, and library books beyond normal wear and tear. In all cases, a member of the administration will be the final judge of the need for remuneration.**

COMMON COURTESY

Throughout Gateways Academy, and during all of its activities, the faculty emphasizes the use of common courtesy. Courtesy is to be extended to all faculty, lunch aides, maintenance workers, other adults, visitors, and to the students themselves.

We require indoor voices and order in classrooms, corridors and on stairways. Unsociable or profane language will not be tolerated anywhere on school property.

GRIEVANCES

If you feel that you are being treated unfairly, talk it over with the person(s) involved. If, after a reasonable effort, the problem is not resolved, discuss the matter with someone else—your counselor, another teacher, or an administrator. If you feel that certain rules or policies should be changed or discontinued, you have a responsibility as a member of your school community to make your opinions known to those people or organizations that can influence change. These include your student council members, teachers, and administrators. Changing established procedures usually takes time and much effort, for conflicting opinions are often resolved only through realistic compromise. If your cause is a valid one, your efforts will not only give you the

satisfaction of working for your own convictions, but you will also contribute to the well-being of others.

LAVATORIES

Students are expected to:

- Keep lavatories clean for the benefit of all;
- Utilize the lavatory with the permission of the classroom teacher or staff member.

PERSONAL PROPERTY

Stealing or destruction of another's property, school property is considered a very serious offense. The student will be required to pay for the stolen or damaged item. Depending upon the nature of the matter, a student may additionally be subject to disciplinary measure. Each occurrence will be handled on a case-by-case basis.

RECESS

The recess period gives our students an opportunity to mingle together and to enjoy each other's company. Teachers are present to supervise. Weather conditions will determine what activities are allowed.

- No rough play is allowed.
- Students are not permitted to leave the school grounds at any time without permission of a teacher.
- No student is to return to the classroom during the recess period without a teacher's permission.
- Students should always keep their hands to themselves.

SCHOOL HALLWAYS AND STAIRWAYS

- Use indoor voices when speaking.
- Respect artwork, papers, and projects displayed without touching or defacing them.
- Use the most direct route from one place to another.

SUSPENSIONS/EXPULSIONS

Suspensions and/or Expulsions may be assigned for the following infractions:

1. Committing physical violence against another person.
2. Unauthorized entry into offices or classes.
3. Illegal manufacture, sale, or possession of narcotics, barbiturates, amphetamines, marijuana, sedatives, tranquilizers, hallucinogenic, and/or other similar drugs and/or chemicals. Disciplinary action may be taken on mere suspicion.
4. Intoxication or illegal possession of alcoholic beverages.
5. Leaving school without permission.
6. Truancy.
7. Possession of, smoking, or chewing tobacco in school or on school grounds or on field trips.
8. Sexual harassment/bullying (**see Massachusetts General Law**).
9. Furnishing false information to Gateways Academy. This includes any type of misrepresentation to Gateways Academy regarding absence or tardiness.

10. Forgery, alteration, or misuse of Gateways Academy documents, records, or identification cards.

Expulsion Procedure

The following procedure will be used to appropriately and effectively facilitate expulsions from Gateways Academy:

Gateways Academy reserves the right to dismiss any student at any time if that student displays conduct that exhibits an attitude that is not in accord with the philosophy and policies of the school. This is an action taken by the administration after a review which takes in a careful study of all facts and which indicates that a student's continuation at Gateways Academy would not be in the best interest of the student and/or the school.

ADDITIONAL DISCIPLINARY CLARIFICATIONS

I. POLICY ON DRUGS AND ALCOHOL USE

The use and/or possession of any alcoholic beverage or non-prescription drug is strictly prohibited. Any student found dealing drugs will automatically be referred to administration for expulsion. Any student who consumes or is under the influence of alcohol or drugs at school or at a school function may not remain on school property or at the location of the function. Such behavior is sufficient reason for immediate expulsion. A parent/guardian will be notified immediately and the student will be on suspension for a time determined by administration. A parent/guardian and student must meet with administration within three days of the offense. If at the meeting the administration determines that immediate dismissal should not be recommended, the student and parents must agree to meet the following criteria:

1. Arrangements must be made for counseling. Notification from the counselor must be sent to the administration when counseling begins. The agency must give periodic confirmation that continued counseling is taking place. Notification must be sent to the administration when counseling is terminated
2. The student shall not attend any school related function for one semester.
3. The student shall remain on disciplinary probation for one semester.
4. The student shall receive a minimum of 50 days detention at the school during which the student will be assigned work detail at the school without pay.
5. The student will immediately relinquish any leadership role in the school.
6. The student will not participate in extracurricular activities or sports for one semester.
7. The parents and students shall be informed that unless the above conditions are followed the student will be dismissed from the school.
8. These conditions shall be put in writing and signed by all parties.

E-Cigarettes

Gateways Academy is in a smoke-free building; therefore, smoking is prohibited in the building and anywhere on campus. This policy includes a student smoking in his/her car if it is parked on school property and the use of e-cigarettes. At no time should e-cigarettes be in the school building. The battery in e-cigarettes can ignite and cause a fire.

II. WEAPONS

If any student brings to, has on school property, or possesses when he/she is on a school-sponsored activity on or off school property a gun, (real or otherwise) a knife, or any other instrument that is considered harmful or dangerous to any member of the school community, that student shall have their parents notified and the student will be automatically expelled. No weapon of any kind may be brought to school for class projects, demonstrations, or any other use at any time.

III. HAZING IN SCHOOL OR AT SCHOOL FUNCTIONS

Gateways Academy in no way tolerates hazing in school or at school functions. Students who are members of any clubs, organizations, or athletic teams must comply with school policies and State law regarding hazing.

Gateways Academy complies with the Massachusetts General Laws with regard to Hazing.
Added: MASSACHUSETTS GENERAL LAWS: CHAPTER 269 - CRIMES AGAINST PUBLIC
PEACE CH. 269, S.17-S.18

CRIME OF HAZING; DEFINITION; PENALTY

Whoever is a principal organizer or participant in the crime of hazing, as defined herein, shall be punished by a fine of not more than three thousand dollars by imprisonment in a house of correction for not more than one year, or both such fine and imprisonment. The term “hazing” as used in this section and in sections eighteen and nineteen, shall mean any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. Such conduct shall include whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug or other substance, or any other brutal treatment or forced physical activity which is likely to adversely affect the physical health and/or safety of any such student or other person, or which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation. Notwithstanding any other provisions of this section to the contrary, consent shall not be available as a defense to any prosecution under this action. Added by St.1985, c.536; amended by St.1987, c.665.

CH. 269, S.18, DUTY TO REPORT HAZING Whoever knows that another person is the victim of hazing as defined in section seventeen and is at the scene of such crime shall, to the extent that such person can do so without danger or peril to himself or others, report such crime to an appropriate law enforcement official as soon as reasonably practicable. Whoever fails to report such crime shall be punished by a fine of not more than one thousand dollars. Added by St.1985, c.536; amended by St.1987, c.665.

IV. BULLYING

Gateways Academy BULLYING PREVENTION AND INTERVENTION PLAN

I. Introduction.

In any institution of learning, it is essential that a safe, positive and productive educational environment be established where students can attain the highest academic achievement and where no student shall be subjected to Bullying, Cyber-Bullying or Retaliation. Bullying, Cyber-Bullying or Retaliation or other similar disruptive or violent behaviors constitute conduct that disrupts both a student's ability to learn and the School's ability to educate its students in a safe and embracing environment. The School's Staff is expected to demand that all students behave appropriately and treat others with civility and respect. Bullying, Cyber-Bullying and Retaliation are not to be tolerated.

II. Definitions. For purposes of this Plan, the following definitions shall apply:

"Bullying" is the repeated use by one or more students or by a member of the school staff including, but not limited to: an educator, administrator, Health Coordinator, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional; of a written, verbal, or electronic expression, or a physical act or gesture, or any combination thereof, directed at a Victim, that:

- causes physical or emotional harm to the Victim or damage to the Victim's property;
- places the Victim in reasonable fear of harm to him/herself, or of damage to his/her property;
- creates a Hostile Environment at the School for the Victim;
- infringes on the rights of the Victim at the School; or
- materially and substantially disrupts the education process or the orderly operation of the School.

By way of example only, Bullying may involve, but is not limited to:

- unwanted teasing
- threatening
- intimidating
- stalking
- Cyber-Stalking
- physical violence
- theft
- sexual, religious, racial or any other type of harassment
- public humiliation
- destruction of School or personal property
- social exclusion, including incitement and/or coercion
- rumor or spreading of falsehoods

For the purpose of this Plan, whenever the term "Bullying" is used it shall include Cyber-Bullying (as defined below).

"Cyber-Bullying" means Bullying through the use of technology or any electronic communication, which shall include, but shall not be limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a:

- wire
- radio
- electromagnet
- photo-electronic or photo-optical system, including, but not limited to, electronic mail, internet communications, instant messages or facsimile communications.

Cyber-Bullying shall also include the creation of a web page or blog in which the creator assumes the identity of another person or knowingly impersonates another person as author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in the definition of Bullying.

Cyber-Bullying shall also include the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated in the definition of Bullying.

“Hostile Environment” means a situation in which Bullying causes the School environment to be permeated with intimidation, ridicule or insult that is sufficiently severe or pervasive to alter the conditions of the student’s education.

“Perpetrator” means a student or a member of the school staff including, but not limited to, an educator, administrator, Health Coordinator, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional who engages in Bullying or Retaliation.

“Retaliation” means any form of intimidation, reprisal, or harassment directed against a student who reports Bullying, provides information during an investigation of Bullying, or witnesses or has reliable information about Bullying.

“School Grounds” means property on which a School building or facility is located or property that is owned, leased or used by a School for a School-sponsored activity, function, program, instruction or training.

“Staff” includes, but is not limited to, educators, administrators, counselors, Health Coordinators, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, support staff, and paraprofessionals.

“Victim” means a student against whom Bullying or Retaliation has been perpetrated.

III. Leadership.

Leadership at all levels of the School community has played a critical role in developing and implementing this Plan in the context of other School and community efforts to promote a positive School climate. The Plan has been developed in consultation with the pastor, teachers, School Staff, professional support personnel, School volunteers, administrators, community representatives, local law enforcement agencies, students, parents, guardians and any other stakeholders whom a member of the administration/ or designee deemed advisable. Notice to and a public comment period for families of students currently attending the School was provided before the Plan was adopted by the School. We all have a primary role

in teaching students to be civil to one another and promoting understanding of and respect for diversity and difference. Administration/ and designated members of the Staff, working under the oversight of the Pastor, are collectively responsible for setting priorities and for staying up-to-date with current research on ways to prevent and effectively respond to Bullying. It is also the responsibility of the administration/ and such designees to involve representatives from the greater School and local community in developing, implementing and periodically reviewing and updating the Plan. The Plan shall be reviewed and updated at least every two years, in consultation with other stakeholders as set forth above.

A. Assessing needs and resources. The Plan is intended to be the School's blueprint for enhancing its capacity to prevent and respond to issues of Bullying within the context of other healthy School climate initiatives. As part of the planning process, School leaders, with input from families, the Staff and others mentioned above, have assessed the adequacy of current programs; reviewed current policies and procedures; reviewed available data on Bullying and behavioral incidents; and assessed available resources including curricula, training programs, and behavioral health services. This “mapping” process has assisted the School in identifying resource gaps and the most significant areas of need. Based on these findings, the School has developed policies and procedures; established partnerships with community agencies, including law enforcement; and set priorities.

Gateways Academy will do the following to allow for initial and periodic needs assessments: 1) survey students, Staff, parents, and guardians on school climate and school safety issues; and 2) collect and analyze building specific data on the prevalence and characteristics of bullying. Surveys will be conducted during the first marking period and will be collected and analyzed by the Faculty Council. Further, the Faculty Council will review and analyze allegations of bullying for behavioral patterns and areas of concern. Gateways Academy intends to use this information to inform decision making for prevention strategies including, but not limited to, adult supervision, professional development, age-appropriate curricula, and in school support services.

B. Planning and oversight. All members of the Gateways Academy are responsible for assuring bullying does not occur for any members of our school community. We recognize it is our charge to provide for the safety and wellbeing of all members. Our building Administration/or designee are designated as the reporting agent to receive reports of Bullying and bully-type behavior at their given school.

The role of the building The Administration/ or other designee:

1. Receive reports on bullying;
2. Collect and analyze building data on bullying to assess the present problem and to measure improved outcomes;
3. Create a process for recording and tracking incident reports, and for accessing information related to victim and perpetrator;
4. Plan for the ongoing professional development as needed;
5. Plan supports that respond to the needs of victims and perpetrators;
6. Develop and revise current policies and protocols under the Plan, including an Internet safety policy, and designate key staff to be in charge of implementation of them;
7. Amend student and staff handbooks and codes of conduct to, among other things, make clear that bullying of students by school staff or other students will not be tolerated;

8. Lead the parent or family engagement efforts and draft parent information materials; and
9. Review and update the Plan every two years or as needed.

C. Priorities. Gateways Academy's priority statement for communicating its vision in creating and implementing its bullying prevention and intervention strategies are as follows:

The School expects that all members of the School community will treat each other in a civil manner and with respect for differences.

The School is committed to providing all students with a safe learning environment that is free from Bullying. This commitment is an integral part of our comprehensive efforts to promote learning, and to prevent and eliminate all forms of Bullying and other harmful and disruptive behavior that can impede the learning process.

The School will take specific steps to create a safe, supportive environment for vulnerable populations in the School community, and provide all students with the skills, knowledge, and strategies to prevent or respond to Bullying.

We will not tolerate any unlawful or disruptive behavior, including any form of Bullying or Retaliation, in our School, on School Grounds, or in School-related activities.

We will investigate promptly all reports and complaints of Bullying and Retaliation and take prompt action to end that behavior and restore the Victim's sense of safety.

We will support this commitment in all aspects of our School community, including curricula, instructional programs, Staff development, extracurricular activities, and parent or guardian involvement.

This Plan is a comprehensive approach to addressing Bullying, and the School is committed to working with students, Staff, families, law enforcement agencies, and the community to prevent issues of violence. In consultation with these constituencies, we have established this Plan for preventing, intervening, and responding to incidents of Bullying and Retaliation. Administration/ or designee, working under the oversight of the Pastor, is responsible for the implementation and oversight of the Plan.

The Plan recognizes that certain students may be more vulnerable to becoming a Victim of Bullying or harassment based on actual or perceived differentiating characteristics, including race, color, religion, ancestry, national origin, sex, socioeconomic status, homelessness, academic status, gender identity or expression, physical appearance, pregnant or parenting status, sexual orientation, mental, physical, developmental or sensory disability or by association with a person who has or is perceived to have one or more of these characteristics. In addition to the measures mentioned above and below, the School shall take the following, specific steps to support vulnerable students and to provide all students with the skills, knowledge and strategies needed to prevent or respond to bullying or harassment:

- Review of handbook policies and procedures regarding Bullying with all students and faculty

- In-school presentation by local law enforcement and/or legal officials of age-appropriate prevention and response measures
- Provide counseling services as needed
- Nothing in this Plan alters the School's obligations to remediate any discrimination or harassment based on a person's membership in a legally protected category under local, Massachusetts or federal law.

IV. Prohibition Against Bullying and Retaliation.

Bullying is prohibited:

- On School Grounds owned, leased or used by a School;
- On property immediately adjacent to School Grounds;
- At any School-sponsored or School-related activity, function or program whether on or off School Grounds;
- At a School bus stop;
- On a School bus or any other vehicle owned, leased or used by the School; or,
- Through the use of technology or an electronic device owned, leased or used by the School;

Bullying is also prohibited at a location, activity, function or program that is not School-related or through the use of technology or an electronic device that is not owned, leased or used by the School if the act or acts in question:

- create a Hostile Environment at School for the Victim;
- infringe on the rights of the Victim at School; or
- materially and substantially disrupt the education process or the orderly operation of the School.

Retaliation against any person who reports Bullying or Retaliation, provides information during an investigation of Bullying or Retaliation, or witnesses or has reliable information about Bullying or Retaliation is also prohibited.

V. Training and Professional Development.

- A. Annual Staff Training on the Plan As required by M.G.L. c. 71, sec. 37O(e)(2), annual training on the Plan shall be provided for all School Staff; and, in the discretion the administration/ or designee, for volunteers who have significant contact with students. Such training will include Staff duties under the Plan, an overview of the steps that the administration/ or his or her designee will follow upon receipt of a report of Bullying or Retaliation, and an overview of any Bullying prevention curricula to be offered at the School. Staff members hired after the start of the School year are required to participate in School-based training during the School year in which they are hired, unless they can demonstrate participation in an acceptable and comparable program within the immediately preceding two years.
- B. Written Notice to Staff Pursuant to Mass. Gen. Laws Chapter 71, Sec. 37O(e)(2), at the beginning of each school year the administration/ or his or her designee shall provide written notice to the School Staff of the RCBW Policy and the Plan. Relevant sections of the RCBW Policy and the Plan relating to the duties of School Staff shall be included in the School employee handbook.

- C. Attendance at Professional Development. School faculty, staff, and administrators will attend professional development sessions on subtopics of Bullying as needed within the School community.

VI. Access to Resources and Services.

- A. Identifying resources. The School will provide information regarding counseling and other services for Victims, Perpetrators, and their families. The School will also explore options for new curricula as needed, and will establish and train key safety planning teams. The School will also identify other agencies that can provide services.
- B. Counseling and other services. The School will provide behavioral interventions for students exhibiting Bullying behaviors, for Victims, and for Perpetrators. This may include, but is not limited to, behavioral intervention plans, social skills groups, and individually focused curricula. The School will also provide information regarding counseling services.
- C. Students with disabilities. The School will meet with the individual student and his or her parents or guardians to discuss reasonable accommodations toward developing the student's skills and proficiencies to both avoid and respond to bullying. The School may provide skills development in many ways, including but not limited to: role playing and mediation with other students. The School may also assign a student with a disability to a faculty mentor for conflict resolution. In certain scenarios, the School may meet with other students affected by the behaviors of an individual student for peer and/or class mediation.
- D. Referral to outside services. If the Victim, Perpetrator, or family of either party requires counseling beyond the scope of the School, the administration/ or designee will refer the student or his or her family to an appropriate outside service. The referral will be completed through local law enforcement as needed.

VII. Policies and Procedures for Reporting and Responding to Bullying and Retaliation.

To support efforts to respond promptly and effectively to Bullying and Retaliation, Gateways Academy has put in place policies and procedures for receiving and responding to reports of Bullying or Retaliation. These policies and procedures will ensure that members of the School community – students, parents/guardians, and Staff – know what will happen when incidents of Bullying occur. The Gateways Academy Plan details procedures for Staff reporting of incidents, processes for communicating to students and families how reports can be made (including anonymous reports), and procedures to be followed by the administration/ or designee once a report is made.

- A. Reporting Bullying or Retaliation. Reports of Bullying or Retaliation may be made by Staff, students, parents or guardians, or others, and may be oral or written. Oral reports made by or to a Staff member shall be recorded in writing. A School Staff member, including, but not limited to, an educator, administrator, Health Coordinator, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional, is required to report immediately to administration/ or designee any instance of Bullying or Retaliation that the Staff member becomes aware of or witnesses. Reports made by students, parents or guardians, or other individuals who are not School Staff members, may be made anonymously. The School will make a variety of reporting resources available

to the School community including, but not limited to, an Incident Reporting Form (a copy of which is attached to this Plan as **Exhibit A**), a voicemail box, a dedicated mailing address, and an email address. Use of an Incident Reporting Form is not required as a condition of making a report.

The School will: 1) include a copy of the Incident Reporting Form in the school handbook for students and parents or guardians, and advise them that such is available on the School web site; 2) make it available in the School's main office; 3) post it on the School's website. The Incident Reporting Form will be made available in the most prevalent language(s) of origin of students and parents or guardians.

At the beginning of each school year, Gateways Academy will provide the School community, including administrators, Staff, students, and parents or guardians, with written notice of its policies and procedures for reporting acts of Bullying and Retaliation.

Pursuant to Mass. Gen. Laws Chapter 71, Sec. 37O(e)(1): Annual written notice of the relevant student-related sections of the Plan shall be included in the school handbook provided to students and their parents or guardians, in age-appropriate terms and in languages which are most prevalent among the students, parents or guardians.

Pursuant to Mass. Gen. Laws Chapter 71, Sec. 37O(e)(3): The Plan shall be posted on the school's website.

A description of the reporting procedures and resources, including the name and contact information of administration/ or designee, to the extent, if at all, not set forth in this Plan, will be incorporated in student and Staff handbooks, on the School website, and in other information about the Plan that is made available to parents and guardians.

1. Reporting by Staff

A Staff member, including, but not limited to, an educator, administrator, Health Coordinator, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional, shall report immediately to administration/ or designee when he/she witnesses or becomes aware of conduct that may be Bullying or Retaliation. The requirement to report to administration/ or designee does not limit the authority of the Staff member to respond to behavioral or disciplinary incidents consistent with School policies and procedures for behavioral management and discipline.

2. Reporting by Students, Parents or Guardians, and Others

The School expects students, parents or guardians, and others who witness or become aware of an instance of Bullying or Retaliation involving a student to report it to a member of the administration/ or designee. Reports may be made anonymously, but no disciplinary action will be taken against an alleged Perpetrator solely on the basis of an anonymous report. Students, parents or guardians, and others may request assistance from a Staff member to complete a written report. Students will be provided practical, safe, private and age-appropriate ways to report and discuss an incident of Bullying with a Staff member, or with a member of the administration/ or designee.

A. Responding to a report of Bullying or Retaliation.

1. Safety

Before fully investigating the allegations of Bullying or Retaliation, a member of the administration/ or designee will take steps to assess the need to restore a sense of safety to the alleged Victim and/or to protect the alleged Victim from possible further incidents. Responses to promote safety may include, but not be limited to, creating a personal safety plan; pre-determining seating arrangements for the Victim and/or the alleged Perpetrator in the classroom, at lunch, or on the bus; identifying a Staff member who will act as a “safe person” for the Victim; and altering the Perpetrator’s schedule and access to the Victim. Administration/ or designee will take additional steps to promote safety during the course of and after the investigation, as necessary.

Administration/ or designee will implement appropriate strategies for protecting from Bullying or Retaliation a student who has reported Bullying or Retaliation, a student who has witnessed Bullying or Retaliation, a student who provides information during an investigation, or a student who has reliable information about a reported act of Bullying or Retaliation. In such matters, the school will follow established student safety planning policies and procedures as designated in the student handbook.

2. Obligations to Notify Others

- a. Notice to parents or guardians. Upon determining that Bullying or Retaliation has occurred, a member of the administration/ or designee will promptly notify the parents or guardians of the Victim and the Perpetrator of this, and of the procedures for responding to it. There may be circumstances in which a member of the administration/s or designee contacts parents or guardians prior to any investigation. Notice will be consistent with state regulations at 603 CMR 49.00 and with the Massachusetts Student Records Regulations, 603 CMR 23.00, and the Federal Family Educational Rights and Privacy Act Regulations, 34 CFR Part 99, as set forth in 603 CMR 49.07, to the extent applicable to a non-public school.
- b. Notice to Another School. If the reported incident involves students from more than one School district, charter School, non-public School, approved private special education day or residential School, or collaborative School, a member of the administration/s or designee of the school first informed of the incident will promptly notify by telephone the administration/ or designee of the other School(s) of the incident so that each School may take appropriate action. All communications will be in accordance with state and federal privacy laws and regulations, and 603 CMR 49.00.
- c. Notice to Law Enforcement. At any point after receiving a report of Bullying or Retaliation, including after an investigation, if the administration/ or designee has a reasonable basis to believe that criminal charges may be pursued against the Perpetrator, the administration/ or designee will notify the local law enforcement agency. Notice will be consistent with the requirements of 603 CMR 49.00 and locally established agreements with the local law enforcement agency. Also, if an incident occurs on School grounds and involves a former student under the age of 21 who is no longer enrolled in School, the administration/ or designee shall contact the local law enforcement agency if he or she has a reasonable basis to believe that criminal charges may be pursued against the Perpetrator.

In making this determination, the administration/ or designee will, consistent with the Plan and with applicable School policies and procedures, consult with the School resource officer, if any, and other individuals whom the administration/ or designee deems appropriate (legal counsel, etc.)

- B. Investigation. The administration/ or designee will investigate promptly all reports of Bullying or Retaliation and, in doing so, will consider all available information known, including the nature of the allegation(s) and the ages of the students involved.

During the investigation a member of the administration/ or designee will, among other things, interview students, Staff, witnesses, parents or guardians, and others as necessary. A member of the administration/ or designee (or whoever is conducting the investigation) will remind the alleged Perpetrator, Victim, and witnesses that Retaliation is strictly prohibited and will result in disciplinary action.

Interviews may be conducted by a member of the administration/ or designee, other Staff members as determined by the administration/ or designee, and in consultation with the School counselor, as appropriate. To the extent practicable, and given his/her obligation to investigate and address the matter, a member of the administration/ or designee will maintain confidentiality during the investigative process. The administration/ or designee will maintain a written record of the investigation.

1. School Policy. Procedures for investigating reports of Bullying and Retaliation will be consistent with School policies and procedures for investigations. Students are encouraged to report incidents of Bullying to a member of the administration/ or designee. The administration/ or designee will evaluate it and determine the course of action. If the Perpetrator is an adult, the incident should be reported immediately to a member of the administration.

On the first complaint a member of the administration/ or designee will assist the Victim in communicating with the Perpetrator, in writing or verbally, a description of Bullying behaviors, how the behavior made the Victim feel, noting any consequences to school performance, and a request to stop the Bullying. The administration/ or designee must inform the Perpetrator of the disciplinary consequences should the behavior not cease or if any Retaliation follows the communication.

If and when the Victim brings a second complaint, a more formal investigation must be carried out. A formal investigation may result from a more serious first complaint. This formal investigation includes the interviewing of witnesses or bystanders. If it is determined by a member of the administration/ or designee that disciplinary action is warranted, it will be administered.

The range of disciplinary procedures includes, but is not limited to: participation in individual curricula on the problem of Bullying in our culture and in the School, suspension, research of academic work on the topic of Bullying, apology to the Victim (verbal and/or written), further counseling, conference with parents, suspension, and possible expulsion. Persons who make false allegations of Bullying which are found to be frivolous or harassing in intent may also be subject

to disciplinary action. If at any time during the process of investigation, a member of the Staff is made aware of behavior which may constitute a criminal offense, he/she is obliged by law to report such actions to the legal authorities.

- C. Determinations. The administration/ or designee will make a determination based upon all of the facts and circumstances. If, after investigation, Bullying or Retaliation is substantiated, the administration/ or designee will take steps reasonably calculated to prevent recurrence and to ensure that the Victim is not restricted in participating in School or in benefiting from School activities. The administration/ or designee will: 1) determine what remedial action is required, if any, and 2) determine what responsive actions / disciplinary action is necessary.

Depending upon the circumstances, a member of the administration/ or designee may choose to consult with the students' teacher(s) and/or School counselor, and the Victim's or Perpetrator's parents or guardians, to identify any underlying social or emotional issue(s) that may have contributed to the Bullying behavior and to assess the level of need for additional social skills development.

The administration/ or designee will promptly notify the parents or guardians of the Victim and the Perpetrator about the results of the investigation and, if Bullying or Retaliation is found, what action is being taken to prevent further acts of Bullying or Retaliation. All notice to parents must comply with applicable Massachusetts and federal privacy laws and regulations, including the Massachusetts Student Records Regulations, 603 CMR 23.00, and the Federal Family Educational Rights and Privacy Act Regulations, 34 CFR Part 99, as set forth in 603 CMR 49.07, to the extent applicable to a non-public school. Because of the legal requirements regarding the confidentiality of student records, administration or designee cannot report specific information to the Victim's parent or guardian about the disciplinary action taken unless it involves a "stay away" order or other directive that the Victim must be aware of in order to report violations.

E. Responses to Bullying.

1. Teaching Appropriate Behavior Through Skills-building

Upon the administration/ or designee determining that Bullying or Retaliation has occurred, the law requires that the School use a range of responses that balance the need for accountability with the need to teach appropriate behavior. Mass. Gen. Laws. Ch. 71, Section 37O (d)(v).

Skill-building approaches that the administration/ or designee may consider include:

- offering individualized skill-building sessions based on the School's anti-Bullying curricula;
- providing relevant educational activities for individual students or groups of students, in consultation with guidance counselors and other appropriate School personnel;
- implementing a range of academic and nonacademic positive behavioral supports to help students understand pro-social ways to achieve their goals;
- meeting with parents and guardians to engage parental support and to reinforce the anti-Bullying curricula and social skills building activities at home;
- adopting behavioral plans to include a focus on developing specific social skills; and
- making a referral for evaluation.

2. Taking Disciplinary Action

If the administration/ or designee decides that disciplinary action is appropriate, the disciplinary action will be determined on the basis of facts found by the administration/ or designee, including the nature of the conduct, the age of the student(s) involved, and the need to balance accountability with the teaching of appropriate behavior. Discipline will be consistent with the Plan and with the School's code of conduct.

Disciplinary procedures for students with disabilities may be governed by the federal Individuals with Disabilities Education Improvement Act (IDEA), which should be read in conjunction with Massachusetts laws regarding student discipline, to the extent either is applicable to a non-public school.

If the administration/or designee determines that a student knowingly made a false allegation of Bullying or Retaliation, that student may be subject to disciplinary action.

3. Promoting Safety for the Victim and Others

Administration/or designee will consider what adjustments, if any, are needed in the School environment to enhance the Victim's sense of safety and that of others as well. One strategy that the administration or designee may use is to increase adult supervision at transition times and in locations where Bullying is known to have occurred or is likely to occur.

Within a reasonable period of time following the determination and the ordering of remedial and/or disciplinary action, the administration or designee will contact the Victim to determine whether there has been a recurrence of the prohibited conduct and whether additional supportive measures are needed. If so, administration or designee will work with appropriate School Staff to implement them immediately.

VIII. Collaboration with Families

- A. **Parent education and resources.** The School will offer educational programs for parents and guardians that are focused on the parental components of the anti-Bullying curricula and any social competency curricula used by the School. The programs will be offered in collaboration with the Home and School Association and School Advisory Boards or similar organizations.
- B. **Notification requirements.** The School will send parents/guardians written notice each year about the student-related sections of the Plan and the School's Internet safety policy. All notices and information made available to parents or guardians will be in hard copy or in electronic format on the school web site, provided notice of such availability on the web site is given by hard copy, and will be available in the language(s) most prevalent among parents or guardians.

The School will post the Plan and related information on its website as mandated by Mass. Gen. Laws Chapter 71, Sec. 37O(e)(3).

IX. Relationship to Other Laws.

Consistent with Massachusetts and federal laws, and the policies of the School, nothing in the Plan prevents the School from taking action to remediate discrimination or harassment based on a person's membership in a legally protected category under local, Massachusetts, or federal law, or School policies.

In addition, nothing in the Plan is designed or intended to limit the authority of the School to take disciplinary action or other action in accordance with the School's contract with the parents, guardians and students and/or under applicable law or the School's policies in response to violent, harmful, or disruptive behavior, regardless of whether the Plan covers the behavior, subject to Mass. Gen. Laws Chapter 71, Section 37O (d)(v)'s provision that such disciplinary actions shall balance the need for accountability with the need to teach appropriate behavior.

In no event should the Plan be construed in any way so as to limit or modify the obligation of mandated reporters to timely make required so-called 51A Reports where required by M.G.L. Chapter 119, Section 51A et seq. as same may be amended from time to time or any successor statute to same.

Revised August 2019

V. SEXUAL HARASSMENT POLICY

Harassment is defined as unwelcome, intentional, unprovoked discriminatory behavior, toward an individual or individuals, motivated by membership (real or perceived) in a protected category including: race, color, religion, ethnicity/natural origin, disability, gender, gender identity, sexual orientation and age. Harassment includes **cyber harassment** (see definition below).

Cyber-harassment is defined as any willful and repeated harm inflicted through, but not limited to, Web pages, social networking sites, email, instant messaging or text messaging using computers, cell phones and other electronic devices which is motivated by the target individual or individuals membership in a protected group, whether real or perceived.

Sexual harassment is defined in Massachusetts as: sexual advances, requests for sexual favors, and verbal or physical conduct of a sexual nature when:

1. submission to or rejection of such advances, requests or conduct is made either explicitly or implicitly a term or condition of employment or as a basis for employment decisions or decisions regarding student evaluation or participation in school programs or activities (**quid pro quo** sexual harassment); or,
2. such advances, requests or conduct have the purpose or effect of unreasonably interfering with an individual's work or school performance by creating an intimidating, hostile, humiliating or sexually offensive environment (**hostile environment** sexual harassment). Sexual harassment may occur student to student, adult to student, student to adult, adult to adult, male to female, female to male, female to female, and/or male to male.

Based on Massachusetts General Law (Chapter 151C of the Massachusetts General Laws) Federal Law-Title VII of the 1964 Civil Rights Act, Title IX, 1972.

Definition of Sexual Harassment:

Sexual harassment in school is unwanted sexual attention from teachers, other adults, students, or anyone else with whom the victim may deal in school or at school related activities. The range of behavior includes: leering, pinching, grabbing, suggestive verbal comments, and pressure for sexual activity. The behavior of the harasser projects or implies an attitude of power over the person being harassed. Attempted rape and rape are the most physically violent forms of sexual harassment. Sexual harassment also may carry the message that if the victim does not comply with the harasser's demands, there will be retaliation. Incidents of sexual harassment may occur only once; sometimes that are repeated; often the situation gets worse if it is not stopped. Because this is such a serious matter, sexual harassment in any form is forbidden in this school. It can cause serious physical or psychological damage to students or staff, affecting grades, attendance, performance, and pride in one's work.

Sexually harassing behaviors:

The following includes examples of sexually harassing behaviors:

Physical: standing in someone's way, or standing too close, bumping into someone or brushing against the person on purpose, patting, hugging or kissing, grabbing, touching or pinching, forcing someone to do something sexual, "panting."

Verbal: threats, insults, comments about a person's body, sexual jokes, suggestions or remarks, sexual stories or rumors, notes, letters or graffiti, pressure to go out on a date, whistles or rude noises. Nonverbal: staring at someone's body, sexual pictures or drawings, mimicking or pantomiming in an insulting way, gestures of looks-winking, licking lips, suggestive body movements or indecent exposure.

Procedures for dealing with sexual harassment

Students are encouraged to report incidents of sexual harassment to a counselor, teacher, or The Administration. The Administration will evaluate it and determine the course of action. If the harasser is an adult, the incident should be reported immediately to a member of the administration.

On the first complaint the administration will assist the person harassed in communicating with the harasser, in writing or verbally, a description of the harassing behaviors, how the behavior made the victim feel, noting any consequences to school performance, and a request to stop the harassment. The mediator must inform the alleged harasser of the disciplinary consequences should the harassment not cease or if any retaliation follows the communication.

Formal Investigation

When the victim brings a second complaint or in more severe cases, a more formal investigation must be carried out, including interviewing witnesses. If it is determined that disciplinary action is warranted, this will be administered.

Discipline Procedure

The range of disciplinary procedures includes one or more of the following:

- * participation in a session(s) on the problem of sexual harassment in our culture and in our school or research of academic work on the topic of sexual harassment
- * suspension
- * apology to the victim
- * further counseling
- * conference with parents
- * outside suspension
- * possible expulsion

Persons who make false allegations of sexual harassment which are found to be frivolous or harassing in intent may also be subject to disciplinary action.

Note: *If at any time during the process of investigation a school official is made aware of behavior which may constitute a criminal offense, he/she is obliged by law to report such actions to the legal authorities.*

VI. OTHER ACTION

1. A student will be referred for disciplinary action when as a result of certain conduct a student is convicted by public authorities, after the exhaustion of any appeals that are made, with the commission of an illegal act, or -
2. There is strong and convincing evidence that the student's continued presence at Gateways Academy is potentially dangerous to the health and safety of the school community, whether or not public authorities have brought charges or imposed penalties.

ALL reports of drug/alcohol use, weapons, hazing, bullying, harassment, and sexual harassment will be thoroughly investigated.

GENERAL INFORMATION

BUS TRANSPORTATION

Gateways Academy is not offering bus transportation at this time.

COMMUNICATION - ALL SCHOOL (SchoolCues)

With SchoolCues, we deliver important school information to you quickly and reliably, via phone, email, and text messages. You will receive these messages periodically to notify you of relevant school information. AP Notify also supports our ability to reach you immediately in the event of an emergency at school.

COMMUNICATION

Communication between parents and school is recognized by the faculty as very important to ensuring a smooth and congenial operation of the school. Parents may call the school office to leave messages for the teachers or set appointments. Teachers **do not** accept phone calls from parents during the school day, nor do they meet without appointments. A member of the administration will return phone calls as soon as possible and meet with parents/guardians at arranged times. Parents and teachers may communicate via school phone or Gateways Academy email.

DRESS CODE AND PERSONAL ITEMS CODE

Gateways Academy promotes a modest and simple dress code to eliminate fashion as a source of competition among students, and therefore, aid in keeping the focus on school matters.

General Clothing Guidelines

We are a diverse and active school environment. For everyone's safety in movement and focus on academic collaboration, please practice the following:

All clothing should:

- fit properly, be neat, clean, and be in good condition.
- not contain any slogans for alcohol, tobacco or any other print which would not be appropriate

All footwear should:

- cover the entire foot, heel to toes
- have good soles for activit

Clothing/Personal Items - including but not limited to backpacks, lunch totes, bags, and purses may not include

- Slogans for alcohol, tobacco or any other print which would not be appropriate.

ELECTRONIC DEVICES - Cell phones, Smart watches, etc.

Students are not allowed to use cell phones during school hours, unless specifically instructed for academic purposes. Students may **not** use any electronic device, unless specifically requested by a classroom teacher for academic purposes.

Students are allowed to use the main office to call home. We suggest that parents/guardians do not call or text student cell phones until after school dismissal.

EMERGENCY FORMS

Completed Emergency Forms must be on file at the school. These forms are necessary in order to contact the parent/guardian in case of illness or accident. We also require updated telephone numbers of responsible adults who can be reached during the day when parents/guardians are unable to pick the children up in case of an emergency. Please fill out the Emergency Form giving all necessary information, and **inform the office of any changes immediately.**

EMERGENCY RESPONSE PROCEDURES

Student safety is our priority. Each teacher is provided with a copy of the *Gateways Academy Emergency Plan* manual. The manual outlines the steps to be followed and the role of teachers in the event of an emergency. This manual is to be kept visible in the classroom for easy reference in cases of emergency. Teachers are expected to be thoroughly familiar with the procedures to be followed. Parents will receive instructions for picking up their children.

FIRE DRILLS/SAFETY DRILLS

Instructions for fire drills and all safety/emergency drills are posted in all classrooms and are accessible to both students and teachers. All students and personnel should leave the building immediately in single file, following the directions for the area in which they are located. Silence is to be observed during the entire drill.

FIELD TRIPS

Properly supervised and planned educational trips are an important part of the instructional program. All class trips are to be educational, not recreational in nature. Permission slips **including** the Parental Consent, Release from Liability and Indemnity Agreement, **must** be signed by parents/guardians for **all** field trips prior to the trip. Supervision is provided by teachers, staff, and parent/guardian volunteers. Only those parents who are selected as chaperones may attend the field trip.

Parents/guardians will be notified if the expected time of arrival back at school is later than dismissal time. Children **must** be picked up **promptly**. It is important to remember that **field trips are a privilege and not a right**. Student behavior will be considered before the school permits a student to participate in the field trip. Students should adhere to all school policies, including proper dress on all trips sponsored by the school.

IMAGE USE INFORMATION

Gateways Academy may, from time to time, use a student's image for educational or advertising purposes. Further information on the use of this information by the school can be found in Appendix B of this handbook.

Parents may not, at any time, photograph students other than their child and publish those images on a personal website or on social media. The publication of these images violates students' rights, and violators of this policy may be subject to legal action.

STUDENT INFORMATION CHANGES

It is the **responsibility of parents** to submit any change of address, telephone numbers or family name to the office **as soon as the change occurs**. These changes should be submitted to the school office **in writing**. This includes changes of work numbers and emergency contacts.

Non-Custodial Parents

Gateways Academy abides by the provisions of Massachusetts General Laws Ch. 71, Sec. 34H with respect to the rights of non-custodial parents.

In the absence of a court order to the contrary, a school will provide the non-custodial parent with access to the academic records and to other school-oriented information regarding the child. If there is a court order specifying that there is to be no information given, it is the responsibility of the custodial parent to provide the school with a court certified copy of the court order.

Parental Status Change

Divorced or separated parents **must** file a court-certified copy of the custody section of the divorce or separation decree with the school office. The school will not be held responsible for failing to honor arrangements that have not been made known in writing. This information must also be kept current.

VISITORS

No student shall invite or entertain visitors on school grounds at any time during the school day or at any school related function without receiving approval from the administration. Once approval has been obtained, it is the responsibility of the student to see that his or her guest is in compliance with all the rules and regulations of the school. Students who are thinking of coming to the school and "Shadowing" are welcomed. The parents of the student must call the school and arrange this.

For safety purposes, our doors remain locked at all times except when students are arriving in the morning. Visitors **must** sign in, and obtain a visitor's pass.

HEALTH POLICIES

HEALTH CONCERNS

The school health director and the teacher **must** be aware of any special needs of students, such as allergies or problems with insect stings. The school should be informed if a student has any

physical problems, allergies, seizures, etc. If a child is allergic to any substance and has medication to take for a reaction, please be sure the medication is labeled with the name of the student, the name of the drug, the strength and amount to be taken and the physician's name if such medication is brought to school.

Students who have been ill during the night or appear ill in the morning should be kept home. A student should come to school physically well and able to participate in class for the entire day.

ILLNESS/INJURY

In the event a child gets sick or has an accident during the school day, the parent/guardian will be contacted at home or at work. If the parent/guardian cannot be reached, the secretary will call one of the emergency numbers designated on the Emergency Form.

MEDICATION

Medication is to be left at the office and taken in the presence of the Health Coordinator, The Administration, or a person designated by a member of the administration. Teachers **cannot** administer medicine, prescription or non-prescription, under any circumstances. A parent may come to school to administer medication on a prearranged basis.

Medications, prescription or non-prescription, **cannot** be administered to your child without a prescription form from your child's physician and a parent consent form.

All medication, prescription and non-prescription, are to be brought in **by a parent** to the office. All medications **must** be in the original bottle with the child's name, name of the medication, the dose, the reason for taking, and time to be given. This includes Advil, Tylenol, eye drops, cough drops, cough syrup and allergy medications.

No more than a 30 day supply of prescription medication is stored at school.

No student is allowed to have any medication in their possession, including in their desk or backpack. All medication is dispensed through the office.

No loose medication will be accepted in a baggie or plastic bag. This is unsafe.

Parents are to pick up any medications from the health office on the last day of school in June, or they will be disposed of. For children with asthma that use an inhaler, both an inhaler **and prescription order** must be in the office regardless of whether or not it is used on a regular basis.

If your child is vomiting or has a fever, they **must** be picked up promptly after the initial telephone call.

Notes concerning medications need to be sent to the health office and not the teacher.

The same medication authorization applies to medications administered during field trips.

Administration of Epinephrine

A school staff member trained by the Health Coordinator in accordance with the Massachusetts Department of Public Health training program may administer epinephrine by auto-injection in a life threatening situation under the following conditions:

1. The student's physician has diagnosed a high risk or life threatening allergic reaction and has provided the school with a medication order for epinephrine with indications for administration.
2. The school has written authorization/consent from a parent/guardian to administer epinephrine and the Epi-pen auto-injection has been supplied to the school in the pharmacy labeled container.
3. The Health Coordinator will develop a written emergency plan for each student authorized to receive epinephrine. The emergency plan is located in the office.

When epinephrine is administered, there will be **immediate** notification of the Emergency Medical Services (911), followed by the Health Coordinator, student's parent/ guardian, or if the parents are not available, their designated emergency contacts, and the student's physician.

PHYSICAL EXAMS

Massachusetts State School Immunization Law, MGL Chapter 76, Section 15 and Gateways Academy requires all new students, regardless of grade level, to have a copy of a recent physical examination and immunization record on file before entering school. Children who are not in compliance will be excluded from school until Gateways Academy receives the proper documentation of immunization. The record must show immunization against diphtheria, pertussis, tetanus, measles, mumps, rubella, hepatitis B, varicella, poliomyelitis and other communicable diseases as specified by the Department of Public Health. A medical exemption is allowed if the student's health care provider submits documentation to Gateways Academy that an immunization is medically contraindicated.

Students entering kindergarten and grade 4 are required *by state law* to have a complete physical examination and immunizations if applicable. Parents are notified of these requirements.

The state law requires that immunizations be updated prior to entry.

Parents of students not in compliance with immunization regulations at the start of school will be notified of an exclusion date, no later than September 30, by which a record of required immunizations will be presented to the school.

All students participating in team sports must have a physical examination prior to the practice of that sport. The doctor's certificate must be on file in with the Director of Health Services.

CONTAGIOUS CONDITIONS

Parents are asked to report any incidence of contagious disease or condition to the school health office. This includes Chicken Pox, Impetigo, Conjunctivitis (pink eye), Staph infections, Scabies, Ringworm, Pediculosis (head lice), and any other contagious conditions. When these conditions are identified, the student will be sent home. Return to school is permitted following treatment and verification by the health office that the student is free of disease, lice, or mites.

TUITION/FINANCIAL POLICY

Financial Policies for Gateways Academy **2020-2021 School Year**

This document should be read and retained along with other school information. The provisions contained herein are an essential part of each parent's contract with Gateways Academy.

The following tuition payment plan options are available:

One (1) payment can be made on or before August 15, 2020. A single-payer will receive a 5% discount in tuition.

Eleven (11) monthly payments can be made on or before the last day of the month. The first payment is split in half ($\frac{1}{2}$ due upon registration; $\frac{1}{2}$ due by August 15, 2020). Remaining payments are made beginning in September, concluding in June. Other payment arrangements may be made with the school office.

Delinquent Tuition Policies:

Tuition accounts must be current and active at all times. Gateways Academy reserves the right to request payment by money order or certified check when payment is being made on a delinquent, unresolved, or inactive tuition account.

Withdrawal/Transfer and Refund Policy:

Please note the following:

Step 1 - Parent/Legal Guardian must notify the school office in writing.

Step 2 - Parent/Legal Guardian must sign the Official Record Release form from the school.

Refund details will be determined, should the need arise, on a semester basis.

Financial Aid Resources Available

- In-House Scholarships and Aid - We are currently exploring options for grants and scholarships. No aid is available at this time.

APPENDIX A: BULLYING REPORT

**BULLYING PREVENTION AND INTERVENTION
INCIDENT REPORTING FORM**

1. Name of Reporter/Person Filing the Report: _____

(Note: Reports may be made anonymously, but no disciplinary action will be taken against an alleged Aggressor solely on the basis of an anonymous report.)

2. Check whether you are the:

- ☐ Victim of the behavior
- ☐ Reporter (not the Victim)

3. Check whether you are a:

- ☐ Student
- ☐ Staff member (specify role) _____
- ☐ Parent/Guardian
- ☐ Administrator
- ☐ Other (specify) _____

Your contact information/telephone number: _____

4. If student, state your school: _____ **Grade:** _____

5. If staff member, state your school or work site: _____

6. Information about the Incident:

Name of Victim (of behavior): _____

Name of Perpetrator (person doing the behavior): _____

Date(s) of Incident(s): _____

Time When Incident(s) Occurred: _____

Location of Incident(s) (Be as specific as possible): _____

7. Witnesses (List people who saw the incident or have information about it):

Name: _____ ☐ Student ☐ Staff ☐ Other

Name: _____ ☐ Student ☐ Staff ☐ Other

Name: _____ ☐ Student ☐ Staff ☐ Other

8. Describe the details of the incident (including names of people involved, what occurred, and what each person did and said, including specific words used). Please use additional sheets of paper if necessary and attach them to this document.

FOR ADMINISTRATIVE USE ONLY

9. Signature of Person Filing this Report:

(Note: Reports may be filed anonymously.) **Date:** _____

10. Form Given to: _____
Position: _____ **Date:** _____
Signature: _____
Date Received: _____

II. INVESTIGATION

1. Investigator(s): _____
Position(s): _____

2. Interviews:

☐ **Interviewed Perpetrator**

Name: _____ **Date:** _____

☐ **Interviewed Victim**

Name: _____ **Date:** _____

☐ **Interviewed witnesses**

Name: _____ **Date:** _____

Name: _____ **Date:** _____

Name: _____ **Date:** _____

3. Any prior documented Incidents by the Perpetrator? ☐ Yes ☐ No

If yes, have incidents involved Victim or Victim group previously?

☐ Yes ☐ No

Any previous incidents with findings of BULLYING, RETALIATION

☐ Yes ☐ No

Summary of Investigation:

(Please use additional sheets of paper and attach to this document as needed)

III. CONCLUSIONS FROM THE INVESTIGATION

1. Finding of bullying or retaliation:

☐ **YES**

☐ **NO**

Incident documented as _____

☐ **Bullying**

☐ **Retaliation**

☐ **Discipline referral only** _____

2. Contacts:

☐ **Victim's parent/guardian** **Date:** _____

☐ **Perpetrator's parent/guardian** **Date:** _____

☐ **Catholic Schools Office** **Date:** _____

☐ **Law Enforcement** **Date:** _____

3. Action Taken:

☐ **Loss of Privileges** ☐ **Demerit** ☐ **Referral** ☐ **Suspension**

☐ **Community Service** ☐ **Education** ☐ **Other** _____

4. Describe Safety Planning: _____

Follow-up with Victim: scheduled for _____
Initial and date when completed: _____

Follow-up with Perpetrator: scheduled for _____
Initial and date when completed: _____

Report forwarded to a member of Administration: Date _____
(If member of administration was not the investigator)

Signature and Title: _____
Date: _____

APPENDIX B: IMAGE USE POLICY

Image Use Policy

Gateways Academy, from time to time, may use a student's image (a photograph, video, or sound recording) for educational or advertising purposes.

Examples of these include:

- School projects
- Promotional videos
- School website and social media sites
- School newsletters
- Community and local newspapers

Gateways Academy promises to adhere to the following rules, with respect to student images:

- Gateways Academy may associate identifying information (name, etc) with a student's image in local and mass media.
- Gateways Academy will not use a student's image for any profit making enterprise.
- Gateways Academy will not use a student's image for any political advertising
- Gateways Academy will not give or sell a student's image to other organizations – exclusively Gateways Academy will retain the copyright.

In the event that Gateways Academy wishes to use a student's image outside of the above restrictions, the school must contact the child's parent or guardian and obtain permission.

If you **do not** wish your child's image to be used as outlined above, please submit a statement to the school office in writing.

APPENDIX C: Computer/Network/Internet Acceptable Use Policy

Computer/Network/Internet Acceptable Use Policy

The use of computer equipment is a privilege; users should take personal responsibility for their behavior. It is expected that Gateways Academy users:

1. Will protect the privacy of other computer users' areas by not trying to learn their passwords or copy, change, read, or use another person's files.
2. Will not attempt to gain unauthorized access to system programs or computer equipment and will not use computer systems to disturb or harass other computer users by sending unwanted mail or by other means.
3. Will restrict email to messages appropriate to school curriculum and activities.
4. Will not attempt to log in to the system as a system administrator.
5. Will use all computer equipment to meet instructional objectives.
6. Will not use the network for financial gain or for any commercial or illegal activity.
7. Will not attempt to bypass security systems on computer workstations or servers.
8. Will not maliciously attempt to harm or destroy data of another user, or data that resides anywhere on the Gateways Academy network or on the Internet. This includes, but is not limited to, the uploading or creation of computer viruses.
9. Will not waste paper or toner in printers, and will only print academic materials.
10. Use Google apps and emails for educational purposes.

Penalty for Violation of Responsibilities

If users violate any part of this policy or engage in any other activity which school authorities deem inappropriate, they will be subject to disciplinary action consistent with due process procedures. Discipline could include, but is not limited to, the immediate suspension or termination of Internet access and/or computer privileges and/or legal prosecution, if applicable. Parents will be notified of violations of this policy in writing, including any disciplinary action to be taken, requiring their acknowledgment. Any violation of law will be reported to the appropriate authority.

Rights and Responsibilities of Gateways Academy Users

For the purpose of this policy, "user" means any person authorized to access the Schools' computer systems or networks including, but not limited to, the Internet.

The Internet is supplied for use on an "as is, as available" basis. Gateways Academy does not imply or expressly warrant that any information accessed will be valuable or fit for a particular purpose or that the system will operate error-free. The School is not responsible for the integrity of information accessed. Gateways Academy will not be responsible for any liability or expense incurred in connection with the use of the system. Users agree to indemnify the school for any expenses, including legal fees, arising from the use of the system in violation of this agreement.

The system administrators reserve the right to refuse posting of files and to remove files. The system

administrators further reserve the right to immediately terminate the account or access of a user who misuses the network resources.

Internet Policy

The Internet is an electronic highway connecting thousands of computers all over the world and millions of individual subscribers. It allows students and teachers access to a wealth of information and research materials and offers vast, diverse, and unique resources. Teachers and staff are encouraged to integrate educationally appropriate resources available on the internet into their curricula. The Schools' goal in providing this service is to promote educational excellence in schools by facilitating resource sharing, innovation, and communication.

Internet Guidelines: The use of the Internet is a privilege; users shall take personal responsibility for their behavior while on-line. It is expected that Gateways Academy users will conduct their Internet activities under the following guidelines:

1. All use of school resources to access the Internet shall be in support of and consistent with the educational objectives of the Gateways Academy.
2. Transmitting any material in violation of any U.S. or state regulation or school policy is prohibited. This includes, but is not limited to, copyrighted material, threatening or obscene material.
3. Hate mail, harassment, discriminatory remarks and other antisocial behaviors are unacceptable in Internet communication including, but not limited to, posting, downloading and printing.
4. Students may not use social networking sites or instant messaging.
5. All information accessible via the Internet shall be assumed to be private property and subject to copyright laws.
6. Users have a responsibility to respect the privacy and property of other users. Users shall not intentionally seek information about, obtain copies of, or modify files, data or passwords of other users.
7. For their own safety, users shall not reveal any personal information regarding themselves or others, such as addresses or phone numbers on the Internet.
8. Employing the Internet for any commercial purposes not formally approved is prohibited.
9. Users shall not expect that files stored and/or messages processed (e-mail) on school servers will always be private. School and network administrators may review files and communications to maintain system integrity and to ensure that the network is being used responsibly.
10. The supervising teacher/adult has the right to limit access.
11. All downloaded files must be screened for viruses, following established procedures, before they can be executed on school computers and/or servers.
12. Students may not at any time tamper with or try to bypass surf patrol.
13. **Google email and apps accounts are the property of Gateways Academy. School email is intended for educational purposes only. Administrators can read student's emails at any time without consent. Emails are not to be linked to any social networking accounts.**

These rules and regulations apply to the use of all Gateways Academy computer equipment and technology, including the use of any devices brought home from the school as part of the Chromebook 1:1 program for students.



THE COMMONWEALTH OF MASSACHUSETTS TOWN OF SHREWSBURY



In accordance with the Massachusetts State Building Code, Section 106.5, this

CERTIFICATE OF INSPECTION

Is issued to **GRACE BAPTIST CHURCH**

I CERTIFY that I have inspected the Building/Premises known as **GRACE BAPTIST CHURCH**

Located at **12 Stanley Road**, in the Town of Shrewsbury, County of Worcester, Commonwealth of Massachusetts. The means of egress are sufficient for the following number of persons:

BY STORY

| Story | Capacity | Story | Capacity | Story | Capacity | Story | Capacity |
|-------|----------|-------|----------|-------|----------|-------|----------|
| | | | | | | | |

BY PLACE OF ASSEMBLY OR STRUCTURE

| Place of Assembly Or Structure | Capacity | Location | Place of Assembly or Structure | Capacity | Location |
|--------------------------------|----------|-------------|--------------------------------|----------|----------|
| Sanctuary | 150 | First Floor | | | |

A-3

Certificate Number

April 1, 2018

Date Certificate Issued

March 31, 2020

Date Certificate Expires

Patricia Sheehan

Building Official
Patricia Sheehan

James M. Vuona

Fire Chief
James M. Vuona

The building official shall be notified within (10) days of any changes in the above information.



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| BY STORY | | | |
|----------|----------|-------|----------|
| Story | Capacity | Story | Capacity |
| | | | |
| | | | |
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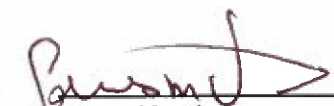
| BY PLACE OF ASSEMBLY OR STRUCTURE | | | | | |
|-----------------------------------|----------|----------|-----------------------------------|----------|--------------|
| Place of Assembly Or Structure | Capacity | Location | Place of Assembly or Structure | Capacity | Location |
| Fellowship Hall | 166 | Basement | 7 Classrooms | 100 | Second floor |
| Dining room | 60 | Basement | 2 Offices | 12 | Second floor |

E & A-3
Use group

February 12, 2019
Date Certificate Issued

March 31, 2020
Date Certificate Expires


Building Official
Patricia Sheehan


Fire Chief
James M. Vuona

The building official shall be notified within (10) days of any changes in the above information.



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM NO: IV. Time Scheduled Appointments: MEETING DATE: 8/19/20
B. Update on Reopening Planning for the 2020-2021 School Year: Report

BACKGROUND INFORMATION:

At the meeting on August 6, the School Committee voted to approve the Superintendent's recommended school reopening plan for the 2020-2021 school year and to authorize its submission to the Massachusetts Department of Elementary and Secondary Education. Dr. Sawyer and members of the leadership team will provide updated information on the plan.

ACTION RECOMMENDED:

That the School Committee hear the report and take such action as it deems in the best interest of the school system.

STAFF AVAILABLE FOR PRESENTATION:

Dr. Joseph M. Sawyer, Superintendent of Schools
District Administrators



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM NO: **V. Curriculum**

MEETING DATE: **8/19/20**

BACKGROUND INFORMATION:

ACTION RECOMMENDED:

STAFF & STUDENTS AVAILABLE FOR PRESENTATION:



SHREWSBURY PUBLIC SCHOOLS SCHOOL COMMITTEE MEETING

ITEM NO: **VI. Policy**

MEETING DATE: **8/19/20**

A. Allowance for Shrewsbury Public Schools Employees to Attend School In-Person to Assist with Workforce Stability: Recommendation & Vote

BACKGROUND INFORMATION:

Childcare for the children of school staff is a major issue for returning to school due to the various permutations of reopening plans in local school districts, with remote or hybrid programs requiring the supervision of school-age children who otherwise would have been in school.

One way to provide some childcare relief to SPS staff who live here in Shrewsbury and have children enrolled in our schools is to allow their children to attend more frequently in person. The Commissioner of Elementary & Secondary Education has encouraged this and may issue some guidance from the state level. At this time, Dr. Sawyer is recommending that the district allow more frequent attendance by the children of SPS staff who are in grades K-6, with potential exceptions for other ages on a case-by-case basis.

ACTION RECOMMENDED:

That the School Committee vote to authorize the Superintendent to allow children of Shrewsbury Public Schools employees who are enrolled in the Shrewsbury Public Schools in kindergarten through grade six, and who are assigned to an alternating two-day, in-person cohort in the hybrid educational model, to attend school in person for four or four and one-half days in the hybrid program in order to promote workforce stability during the pandemic; and to further authorize the Superintendent to make exceptions to the age level of student to be accommodated as such on a case-by-case basis.

COMMITTEE MEMBERS/STAFF AVAILABLE FOR PRESENTATION:

Dr. Joseph M. Sawyer, Superintendent of Schools



Shrewsbury Public Schools

Joseph M. Sawyer, Ed.D.
Superintendent

August 19, 2020

To: School Committee
From: Joe Sawyer
Re: Recommendation to Allow Children of SPS Staff to Attend More Frequently in the Hybrid Model

Childcare for the children of school staff is a major issue for returning to school due to the various permutations of reopening plans in local school districts, with remote or hybrid programs requiring the supervision of school-age children who otherwise would have been in school.

One way to provide some childcare relief to SPS staff who live here in Shrewsbury and have children enrolled in our schools is to allow their children to attend more frequently in person. The Commissioner of Elementary & Secondary Education has encouraged this and may issue some guidance from the state level. At this time, I am recommending that the district allow more frequent attendance by the children of SPS staff who are in grades K-6, with potential exceptions for other ages on a case-by-case basis.

By authorizing me to provide this option, it may enable some of our faculty and staff who otherwise might request a childcare leave under current federal law to continue to serve our district full time. This will help stabilize our workforce during this uncertain time.

Suggested motion:

That the School Committee vote to authorize the Superintendent to allow children of Shrewsbury Public Schools employees who are enrolled in the Shrewsbury Public Schools in kindergarten through grade six, and who are assigned to an alternating two-day, in-person cohort in the hybrid educational model, to attend school in person for four or four and one-half days in the hybrid program in order to promote workforce stability during the pandemic; and to further authorize the Superintendent to make exceptions to the age level of student to be accommodated as such on a case-by-case basis.



SHREWSBURY PUBLIC SCHOOLS SCHOOL COMMITTEE MEETING

ITEM NO: **VII. Finance & Operations**

MEETING DATE: **8/19/20**

A. Revised Tuition Rates for Extended School Care: Recommendation

BACKGROUND INFORMATION:

In April 2020, the School Committee voted to adjust Extended School Care tuition by an increase of 7.0% for the 2020-2021 school year based on a report on the fiscal status of the program from Ms. Karen Isaacson, Director of Extended Learning, and a recommendation from Ms. Isaacson and Dr. Sawyer. Since then the Coronavirus (COVID-19) worldwide pandemic has dramatically changed the landscape for public schools, with schools closing from mid-March through the end of the FY20 academic year, and with uncertainty for families relative to school and the need for extended school care this fall. Tonight, Ms. Isaacson will present updated budget assumptions, and make a recommendation on adjusting tuition rates for extended school care. The School Committee would be asked to vote on a recommendation at a future meeting.

ACTION RECOMMENDED:

That the School Committee hear the report and provide feedback regarding the recommendations.

STAFF AVAILABLE FOR PRESENTATION:

Dr. Joseph M. Sawyer, Superintendent of Schools

Mr. Patrick Collins, Assistant Superintendent for Finance & Operations

Ms. Karen Isaacson, Director of Extended Learning



Karen Isaacson
Director of Extended Learning

Extended School Care Re-opening Fall 2020

Extended School Care (ESC) provides a critical child care need for the parents of Shrewsbury Public School students.

Last year we served 825 students (roughly 26% of all K-6 students)

The pandemic has created a child-care shortage throughout the state, making it more important than ever that ESC be available to families.

Our desire is to to serve this need in a way that is financially self-sufficient and does not rely on any school budget resources.

Impact of Pandemic on enrollment

- Enrollment dropped from 715 students per day (5 days per week) to 250 students per day (4 days per week)
- Without significant changes to ESC rates and structure, we will operate at a loss of \$20,000 per month
- The ESC account balance was depleted by pay continuation during the closure from 3/13 – 5/1



Updated budget assumptions

- Students only attend the days they are in school in person, and no programs on Wednesday – all families pay 2-day tuition rate
- Staffing at 1:13 ratio, 4 days per week
 - Reduce # of AM staff by 12 FTE
 - Reduce # of PM staff by 38 FTE
 - All remaining staff work 20% fewer hours due to 4 day week
- Wage freeze for all staff and admin
- Assumes current level of reduced fee (approximately 8% of total revenue)
- Guarantee re-enrollment when we return to 100% in-person learning, be it this year, or next year. No family will have to go back on the wait list.
- Waive 30-day notice for withdrawal
- ESC admin assistant has been reassigned to a new position

Monthly budget projection

| | |
|--------------------------|-------------------|
| Tuition | \$49,338 |
| Reduced Fee | (\$3,947) |
| | |
| Total Revenue | \$45,391 |
| | |
| Wages | \$44,167 |
| Benefits | \$12,000 |
| Electric | \$5,000 |
| snacks/supplies | \$2,860 |
| online payment fees (3%) | \$1,362 |
| | |
| Total expense | \$65,389 |
| | |
| Profit (loss) | (\$19,998) |

Significant tuition increase will be required to operate the program with a balanced budget.



Inadvisable to combine sites

- Limited capacity due to social distancing
- Transportation challenges
- Avoids mixing students from multiple schools

Waitlist

- There are over 300 students on the waitlist, but many have likely chosen remote learning, or would decline for other reasons.
- Every effort will be made to increase enrollment from the waitlist, and the school community in general. Capacity is limited due to social distancing.



Local Rate Comparison 2019-2020

| Town/Program | Program Type | Monthly 2 day rates |
|---|----------------------|---------------------|
| Westborough YMCA (provides transportation from SPS) | Private | \$229 |
| Acton-Boxborough | Public | \$191 |
| Hopkinton | Private | \$190 |
| Framingham | Private | \$186 |
| Shrewsbury – Little Beginnings | Private | \$170 |
| Shrewsbury – Learning Experience | Private | \$170 |
| Westborough | Public School | \$170 |
| Northborough | Non-profit in School | \$164 |
| Shrewsbury – Montessori | Private | \$164 |
| Shrewsbury - Lilliput | Private | \$160 |
| Worcester | Private – in schools | \$151 |
| Shrewsbury – GLC | Private | \$144 |
| Framingham | Public School | \$116 |
| ESC | Public School | \$114 |
| West Boylston | Public School | \$96 |



Required rate increase to cover expenses

| Program | 2019-2020 rate | Approved 7% increase | 60% increase over FY20 |
|---------------|----------------|----------------------|------------------------|
| Before School | \$52/mo | \$56/mo | \$83/mo |
| After School | \$114/mo | \$122/mo | \$182/mo |

Note: parents who qualify for free and reduced lunch will not be effected by the 60% increase. Rates will reflect our originally approved tuition for 2020-2021

Free lunch 80% discount = \$11 AM and \$24 PM per month

Reduced lunch 60% discount= \$22 AM and \$48 PM per month



Updated Rate Comparison

| Town/Program | Program Type | Monthly 2 day rates |
|----------------------------------|----------------------|---------------------|
| Westborough YMCA | Private | \$229 |
| Acton-Boxborough | Public | \$191 |
| Hopkinton | Private | \$190 |
| Framingham | Private | \$186 |
| ESC 60% increase | Public Schools | \$182 |
| Shrewsbury – Little Beginnings | Private | \$170 |
| Shrewsbury – Learning Experience | Private | \$170 |
| Westborough | Public School | \$170 |
| Northborough | Non-profit in School | \$164 |
| Shrewsbury – Montessori | Private | \$164 |
| Shrewsbury - Lilliput | Private | \$160 |
| Worcester | Private – in schools | \$151 |
| Shrewsbury – GLC | Private | \$144 |
| Framingham | Public School | \$116 |
| West Boylston | Public School | \$96 |



Note: All other towns listed at last year's rates. FY21 rates unknown.

Why such a big increase?

- Enrollment dropped 65% with limited ability to increase
- Charging for 4 days instead of 5 days
- Fewer families paying \$20 registration fee = \$8,000 loss
- No additional revenue earned from summer extended day and vacation week programming (typically \$50K after expenses)
- Fixed costs (benefits, electricity) are not reduced



Additional concerns

- Additional students withdrawing
- Greater percentage of families qualifying for reduced fee
- Additional need for 1:1 student support
- Percentage of waitlist choosing remote, or not interested in enrolling
- This model assumes minimal staffing required to operate. The preferred model would be to have at least 3 adults per after-school site. Efforts will be made to increase enrollment to cover the cost of additional staff.



Enrollment and Staffing

| | Students per day | Minimum staff |
|-------------|---------------------|------------------|
| Beal AM | 8 | 2 |
| Beal PM | 12 | 2 |
| Coolidge AM | 20 | 2 |
| Coolidge PM | 26 | 2 |
| Floral AM | 21 | 2 |
| Floral PM | 35 | 3 |
| Paton AM | 20 | 2 |
| Paton PM | 21 | 2 |
| Spring AM | 18 | 2 |
| Spring PM | 30 | 3 |
| Sherwood | 41 | 3 |



Monthly Projection

60%
increase

| | |
|----------------------|-----------------|
| Tuition | \$73,509 |
| Reduced Fee | (\$6,688) |
| | |
| Total Revenue | \$66,821 |
| | |
| Wages | \$44,167 |
| Benefits | \$12,000 |
| Electric | \$5,000 |
| snacks/supplies | \$2,860 |
| online payment fees | \$2,005 |
| | |
| Total expense | \$66,032 |
| | |
| Profit (loss) | \$789 |



Options

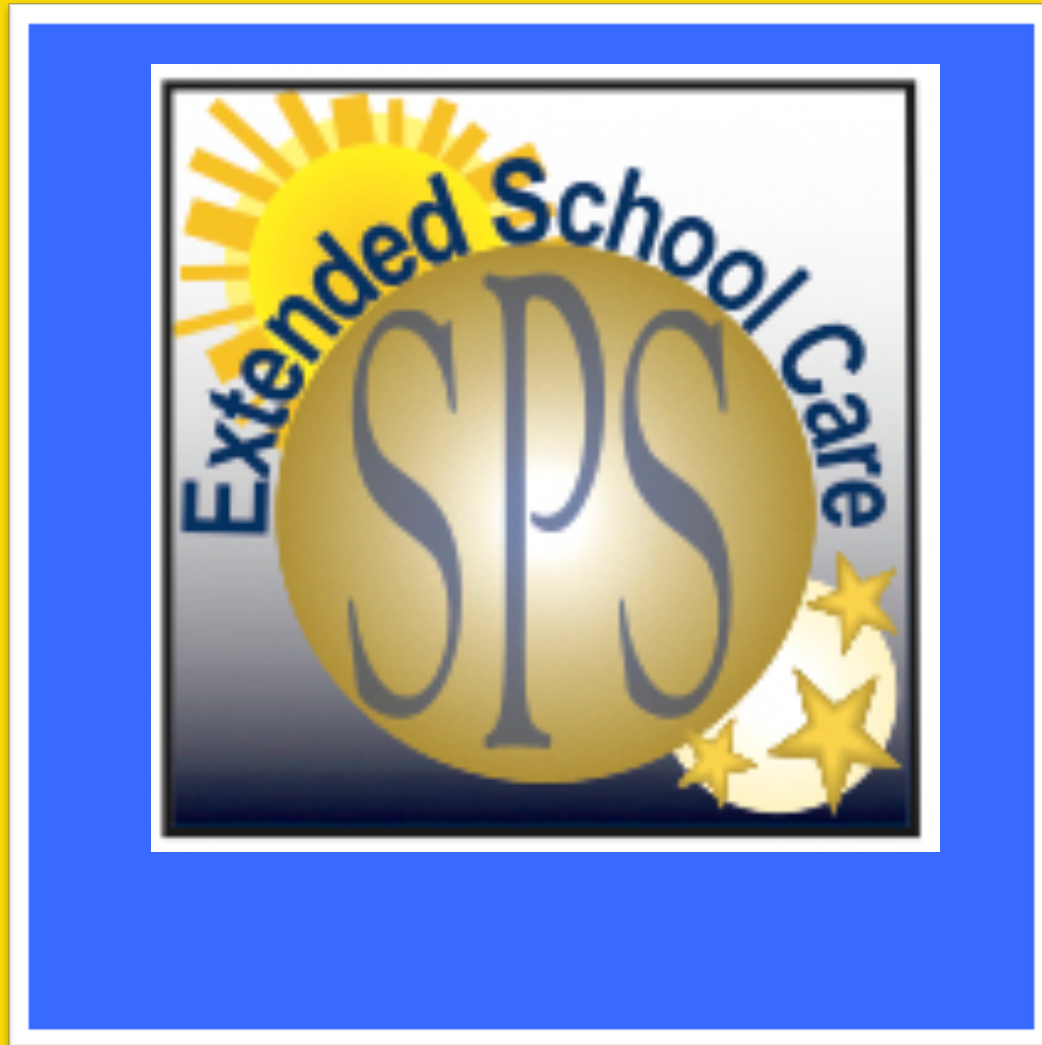
1. Increase tuition 60% and continue to operate the program (assuming we are able to sustain current level of enrollment of 250 FTE)
2. Suspend ESC operations until we are able to offer 100% in-person learning at school.



Recommendation

- Continue to support working families who need child care during this challenging time
- Increase tuition by 60% for all full-fee families
- Hold reduced-fee tuition to original FY21 rates
- Return to a lower rate of tuition when we return to full 5-day capacity





Questions?



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM NO: **VII. Finance & Operations**

MEETING DATE: **8/19/20**

BACKGROUND INFORMATION:

ACTION RECOMMENDED:

STAFF AVAILABLE FOR PRESENTATION:



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM NO: **VIII. Old Business**

MEETING DATE: **8/19/20**

BACKGROUND INFORMATION:

ACTION RECOMMENDED:

MEMBERS/STAFF AVAILABLE FOR PRESENTATION:



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM NO: **IX. New Business**

MEETING DATE: **8/19/20**

BACKGROUND INFORMATION:

ACTION RECOMMENDED:

STAFF AVAILABLE FOR PRESENTATION:



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM NO: **X. Approval of Minutes**

MEETING DATE: **8/19/20**

BACKGROUND INFORMATION:

The minutes from the School Committee Meeting held on August 6, 2020 and the School Committee Workshop held on August 8, 2020 will be provided under separate cover.

ACTION RECOMMENDED:

That the Committee accept the minutes from the School Committee Meeting held on August 6, 2020 and the School Committee Workshop held on August 8, 2020.

STAFF AVAILABLE FOR PRESENTATION:

Ms. Sandra Fryc, Chairperson

Dr. B. Dale Magee, Secretary



SHREWSBURY PUBLIC SCHOOLS SCHOOL COMMITTEE MEETING

ITEM NO: **XI. Executive Session**

MEETING DATE: **8/19/20**

A. For the purpose of addressing G.L. c. 30A, § 21(a)(7) “[t]o comply with, or act under the authority of, any general or special law or federal grant-in-aid requirements” (“Purpose 7”), Open Meeting Law, G.L. c. 30A, §§ 22(f), (g) – for the purpose of reviewing, approving, and/or releasing executive session minutes.

B. For the purpose of addressing G.L. c. 30A, § 21(a)(3) “to discuss strategy with respect to collective bargaining or litigation if an open meeting may have a detrimental effect of the bargaining or litigating position of the public body and the chair so declares” (“Purpose 3”) - the Shrewsbury Education Association Unit A; Shrewsbury Education Association Unit B; the Shrewsbury Paraprofessional Association; and/or the Shrewsbury Cafeteria Workers.

BACKGROUND INFORMATION:

Executive session is warranted for these purposes.

ACTION RECOMMENDED:

That the School Committee enter into executive session:

A. for the purpose of addressing G.L. c. 30A, § 21(a)(7) “[t]o comply with, or act under the authority of, any general or special law or federal grant-in-aid requirements” (“Purpose 7”), Open Meeting Law, G.L. c. 30A, §§ 22(f), (g) – for the purpose of reviewing, approving, and/or releasing executive session minutes; and

B. for the purpose of addressing G.L. c. 30A, § 21(a)(3) “to discuss strategy with respect to collective bargaining or litigation if an open meeting may have a detrimental effect of the bargaining or litigating position of the public body and the chair so declares” (“Purpose 3”) - the Shrewsbury Education Association Unit A; Shrewsbury Education Association Unit B; the Shrewsbury Paraprofessional Association; and/or the Shrewsbury Cafeteria Workers, where deliberation in an open meeting may have a detrimental effect on the bargaining position of the public body; and return to Open Session only for the purpose of adjourning for the evening.

STAFF AVAILABLE FOR PRESENTATION:

Dr. Joseph M. Sawyer, Superintendent of Schools

Ms. Barbara A. Malone, Executive Director of Human Resources

Mr. Patrick C. Collins, Assistant Superintendent for Finance and Operations



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM NO: **XII. Adjournment**