

“A liberal education is at the heart of a civil society, and at the heart of a liberal education is the act of teaching.”

A. Bartlett Giamatti

Question

Understand

Explain

Seek

Teach

Vision Quest Community School

Parents and Teachers
Seeking A Deeper
Understanding

An Inquiry-Based, Active-Learning
School of the Arts

INVESTIGATE COOPERATE CREATE EDUCATE

“If we want students who are more creative and innovative thinkers, we must find better ways to free them from the constraint of time. Creativity is not inspired by the pressure of time, but by the freedom, the playfulness, and the fun.”
Scott McLeod

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School Philosophy

At Vision Quest School, we believe that every child's education should be individualized to their needs, not standardized to a common norm. Our curriculum is interdisciplinary, rigorous, and rich in creative expression. As a school, we offer a small, personalized, family-centered learning community. Vision Quest recognizes several areas that impact student learning:

- Children will learn in an environment rich in the arts. Visual arts, musical arts, and performing arts will be intertwined into the curriculum as well as offered in extended learning periods.
- Children develop at different rates and have different learning styles. With a low student-teacher ratio in each classroom, teachers will have more opportunities to work with children and help foster their growth. Children will be able to reach their own individual potential.
- Children are most successful in active learning when their interests are met. High interest levels promote students' motivation to learn. Our students will help teachers develop curriculum topics that are based on their (the students') interests and wonderings.
- Children must have the ability to connect their learning to a higher purpose. They will see how what they are learning in the classroom will impact them in real-world situations.
- Family dynamics and the social-emotional, physical, intellectual, and ethical well-being of children are not separate from education. If just one of these areas is not healthy, the whole child suffers. We will educate the whole child in a safe, child-centered environment.
- Children will be taught that learning is a life-long process. They will be taught to learn for the sake of learning so they may develop and grow as individuals.
- Children's learning will be guided and nurtured from the concrete to the abstract. They will learn how to take risks and embrace their mistakes and learn from them. They will use observation, exploration, experimentation, discovery, reflection, and communication to freely challenge themselves.
- Children will be offered the space, freedom, and time to be creative in their learning.

- I. Visual & Performing Arts Magnet School
 - A. Arts will be incorporated in the curriculum
 1. Special subject teachers will plan with classroom teachers
 2. Classroom teachers will incorporate the arts into their curriculum
 - B. Arts will be available during the school day as regular subjects and as a part of mandatory enrichment clubs
 - C. Prior to entering 4th grade, students will audition for one major and one minor from instrumental music, performing arts, and visual arts
 - D. Primary students will have the options of learning how to play the recorder, Suzuki strings, xylophones, some percussion and African drums
 - E. Intermediate students will have the options of learning how to play instruments from all families
 - F. Intermediate students will have the opportunity to learn how to play the piano in General Music
 - G. All students will choose from the following arts to participate in:
 1. Dance
 - a. Students will learn choreographed dances
 - b. Students will choreograph their own original dances
 2. Choir
 - a. Students will help choose songs to learn
 - b. Students will compose their own original songs
 - c. Students will compose original songs for the school orchestra/band
 3. Drama
 - a. Students will perform skits and plays about historical events
 - b. Students will write and perform original plays
 - c. Students will create all scenery, props, and costumes for their plays
 4. Instrumental Music
 - a. Students will have the opportunity to choose from a wide variety of musical instruments from all four families
 - b. Students will compose original pieces of music for their instrument
 - c. Students will work with each other to compose original pieces of music for the school orchestra/band
 - d. Students will work with each other to compose original pieces of music for the school band

5. Painting

- a. Students will study a variety of famous painters and their styles and create original pieces in those artists' styles
- b. Students will learn to paint using a variety of mediums
 - i. Water color
 - ii. Oil
 - iii. Acrylic
 - iv. Pastels
 - v. Spray
 - vi. Tempura
 - vii. Ink
 - viii. Gouache
 - ix. Hot wax
 - x. Enamels
 - xi. Water miscible oil paint
- c. Students will learn to use a variety of painting tools
 - i. Brushes
 - ii. Air brushes
 - iii. Knives
 - iv. Sponges
- d. Students will learn to paint on a variety of surfaces
 - i. Canvas
 - ii. Paper
 - iii. Wood
 - iv. Glass
 - v. Walls
 - vi. Clay
- e. Students will learn how to mix color

6. Drawing

- a. Students will learn to draw with a wide variety of mediums
 - i. Charcoal
 - ii. Graphite
 - iii. Conte'
 - iv. Pencil
 - v. Chalk
 - vi. Crayon
 - vii. Marker
 - viii. Pen and ink

- b. Students will learn to draw on a variety of surfaces
 - i. Canvas
 - ii. Paper
 - iii. Wood
 - iv. Card stock
 - v. Plaster
 - vi. Walls
 - vii. Clay

7. Sculpture

- a. Students will use a variety of mediums to sculpt
 - i. Ice
 - ii. Plaster
 - iii. Wax
 - iv. Wood

8. Pottery

- a. Students will learn to work with different types of clay
- b. Students will learn to use a pottery wheel
- c. Students will paint their clay creations

9. Photography

- a. Students will learn to use digital cameras
- b. Students will learn to use Photo Shop or an equivalent program
- c. Students will create on-line photo storage through Smug Mug, Wink Flash, etc.
- d. Students will choose topics of interest and create photo essays using Photo Story or other websites

10. Audio/Visual

- a. Students will learn how to use lighting systems
- b. Students will learn how to use sound systems
- c. Students will control all lighting and sound equipment for school performances
- d. Students will control all lighting and sound for school assemblies and all-school morning meetings

II. Active Learning Model

A. Student learning will be:

1. Active-students will take on the roles of scientists, historians, and community members as they learn
2. Challenging-with support, students will be challenged to push themselves beyond their comfort zone
3. Meaningful-skills and knowledge will be applied to real-world situations so that relevance for learning is seen
4. Public-students will participate in presentations of their work, and constructively give and take critique
5. Collaborative-school leaders, teachers, students, and student families will share behavioral and academic expectations and take equal responsibility for student learning

B. Students will learn in constructivist-style classrooms

1. Classrooms will be discussion-based
2. Assignments will project-based

C. Academic rigor and teacher creativity and judgment will be balanced so that student learning is organized around experiences

1. Students will read and write extensively
2. Students will learn to think critically and problem solve
3. Students will participate in discussion forums

D. Students will participate in original research projects

1. Students will choose a topic of interest to them
2. Students will write a persuasive letter of intent to their teacher that will convince why they should have the opportunity to research the topic
3. Students will conduct their own independent research on their topic
4. Students will schedule time to check in with their teacher on their progress
5. Students will share their research with school-mates upon completion

E. Students will engage in higher-level math applications that extend across the curriculum

F. Students will design, conduct, and carry out scientific experiments based on topics they are learning about in the classroom

G. Students will complete a social studies research report based on their grade level curriculum

- H. Students will participate in a wide array of reading activities and read extensively
 - 1. Daily 5
 - 2. Reading Buddies
 - 3. Shared reading
 - 4. Read-A-Loud
 - 5. Guided Reading
 - a. Groups are small (3-4)
 - b. Groups are flexible
 - c. Groups are based on instructional levels and ZPD
 - 6. Students will learn the different ways text is used
 - 7. Students will learn how language is used within different genres to for different purposes
 - 8. Students will have a clear idea of why they are reading
 - 9. Students will understand how a particular text relates to the rest of their lessons
 - 10. Students will construct their own meaning from text with the teacher being used as a resource
- I. Students will write extensively and create works of writing
 - 1. Literary essays
 - 2. Original plays
 - 3. Original poetry
 - 4. Original narrative stories
 - a. Students will write and illustrate one original story every year
 - b. Each grade level will focus on a different genre'
 - c. Writing rubric will be based on the individual grade levels of students
 - d. Story creation and development will be a year-long project
 - 5. Shared writing
- J. Students will participate in field studies
 - 1. All students will travel to places in Rochester and the surrounding areas that support their curriculum
 - 2. Intermediate students will travel around the U.S. to tour areas that will support their curriculum
 - 3. Irondequoit Creek Canoe Trip with Bay Creek Paddle
 - a. 3rd – 6th graders will paddle canoes around Irondequoit Creek

- b. Students will map out the route that they paddle while they are in the canoes
 - 4. Mendon Ponds Land Study
 - a. Primary students will visit Bird Song Trail
 - i. Students will use birding guides to try to identify birds they see
 - b. Intermediate students will go orienteering
 - i. Prior to trip students will study maps of the area
 - ii. While on the trails students will use GPS
 - iii. Students will carry and fill out a field journal
 - c. All students will study the geography of the area and learn how the park was created by glacial movement
- K. Students, teachers, school leaders, and families will be empowered by the curriculum
 - 1. Teachers will have opportunities for curriculum team-building
 - 2. Students will participate in inner-class collaboration
 - 3. Students will collaborate with peers in other grade-levels
 - 4. Students will form project teams
 - 5. Families will be offered curriculum institutes to help them better understand what their children are learning
- L. Performance-based assessments
 - 1. Students will be assessed based on individual skills
 - 2. Students will be assessed based on individual levels
 - 3. Students will be compared to only themselves
 - 4. Teacher-created tests will be given to students
 - 5. Teacher-created rubrics will be adjusted and revised as needed
 - 6. Students will complete performance-based assessments on specific tasks
 - 7. Students will complete culminating projects based on curriculum
 - 8. Students will complete culminating tasks within their particular area of the arts
 - a. Students in the music program will attend NYSSMA Solofest
 - b. Vision Quest Solo Showdown
 - i. Each child in the music program will be responsible for choosing and learning a solo piece made for their instrument
- M. Documentation will be formative and summative

1. Interview committee will review any and all educational transcripts, attendance records, and behavioral documentation
2. All students will go through an intake process that will include a writing sample, grade-level math skills assessment, an interview process, a portfolio for visual arts students, auditions for performing arts students
3. Family conferences will be documented

N. Corrective and preventative actions for student success

1. Students will work in differentiated groups
2. Teachers will provide immediate feedback on all student work
3. Teachers will provide narrative reports in conjunction with grades
4. Teachers will conference regularly with students
5. Teachers will conference regularly with parents
6. Vision Quest will provide after-school homework labs for struggling students
7. Peer tutoring will be available

III. Culturally Responsive Pedagogy

A. Vision Quest will solicit staff training from RTC regarding this topic

B. Staff will learn from and relate to each other and to students from their own culture as well as those from other cultures

1. Equity

a. All students will receive ample and equal opportunities to achieve their fullest potential

b. Students will be prepared to compete and participate fully in society

c. School will be an active participant in ending oppression for our students and their families

2. Prejudice reduction

a. Students will learn about and celebrate cultural difference among schoolmates and community members

3. School culture

a. Weekly school-wide morning meetings

b. Daily classroom morning meetings

c. All students will participate in social skills/citizenship curriculum

C. Curriculum will be reshaped

1. Students will be taught higher-order thinking skills

2. Students will be held to higher expectations

3. Students will participate in learning activities

4. Students will learn through integrated units and themes

5. Learning will extend their learning beyond textbooks

6. Learning will be student-centered

7. Learning will be meaningful

D. Staff will reshape the way they work with students

1. School staff will act as facilitators of learning

2. School staff will act as mediators

3. School staff will be caring, committed, and respectful to students

4. School staff will believe in all students' desires and abilities to learn

5. School staff will empower, liberate, validate, and affirm all students

6. School staff will be experts in their areas of instruction

7. School staff will be experts in student management

8. School staff will challenge students

9. School staff will be responsible for all students in the school
- E. Classrooms will meet human needs of the students
 1. Students will have a sense of community and belonging
 - a. Classroom will be a caring environment
 - b. Warm, personal relationships between students and staff will be fostered
 - c. Bullying will be prevented
 - d. Conflict resolution skills will be taught
 - e. Social skills will be taught
 2. Students will have a sense of power over their learning and behavior
 - a. Opportunities for academic success will be created for all students
 - b. Opportunities for behavioral success will be created for all students
 - c. Students will participate in individualized goal-setting
 - d. Students will be evaluated on their goals
 - e. Students will learn how to self-evaluate their performance
 - f. Student will learn how to self-evaluate their behavior
 - g. Students will receive positive feedback and recognition
 - h. Students will have jobs and responsibilities within their classroom and around the building
 3. Students will have freedom to learn and grow
 - a. Students will have a voice in what they learn
 - b. Students will have a voice in how they complete assignments
 - c. Students will take part in planning lessons, projects, and field studies
 - d. Students will take part in creating classroom rules and consequences
 - e. Students will be given time during the day to choose from a variety of extended learning opportunities
 4. Students will have fun
 - a. Staff will create learning activities that are fun, creative, and meaningful
 - b. Physical activity will be welcomed in the classroom
 - c. Allowance for students and teachers to talk and laugh
 - d. A wide variety of extracurricular activities will be provided

- e. Teacher will include the interests of students when planning activities
- F. School and classroom environment will be attended to
- 1. An environment of mutual respect and rapport between school staff, students, and families will be created
 - a. Staff will recognize their own beliefs and biases through professional development
 - b. Respect for all by all will be shown
 - c. School staff will familiarize themselves with the students and their families through school community activities and home visitations
 - d. Caring relationships between student-to-student, staff-to-student, staff-to-family, and staff-to-staff will be established and fostered
 - e. Positive interactions between staff, students, and families will be encouraged
 - 2. A culture of learning will be established
 - a. Content importance will be stressed
 - b. Students will show pride in their work
 - c. Expectations for learning and achievement will be established
 - 3. Families and communities will be welcomed
 - a. Connections with students' families will be fostered
 - b. Connections with local community members and organizations will be fostered
 - c. A positive, working communication system between the school, families, and community members will be created
 - d. The school will know the community and its resources
 - i. Museums
 - ii. Industries
 - iii. Small businesses
 - iv. Libraries
 - v. Rec centers
 - 4. Physical space and materials within classrooms will be organized
 - a. Classroom libraries with leveled books for student use in school and at home by teachers
 - b. Classroom libraries will be in a centralized location in each classroom

- c. Books in the classroom libraries will be physically and academically accessible to all students
 - d. A quiet reading area within classrooms and the main library will be created
 - e. Teachers will create subject-specific learning centers in each classroom
 - f. Teachers will create a central classroom supply center for students
 - g. Room will be made for students and staff to move within the classrooms
5. Classroom and school-wide management systems will be used
- a. Students will learn to monitor their own behavior
 - b. Students will learn to manage classroom procedures
 - i. Transitions
 - ii. Learning center activities
 - iii. Materials and supplies
 - c. Staff will ensure positive student behaviors
 - i. Establish clear and consistent expectations
 - ii. Establish clear and consistent responses to undesirable behavior
 - iii. Behavior monitoring will be preventative
6. Students will be grouped flexibly within each classroom and across grade levels
- a. Teacher-led groups
 - i. Whole class
 - ii. Small groups
 - b. Student-led groups
 - i. Collaborative
 - ii. Performance-based
 - iii. Pairs

IV. Academic Curriculum

A. School curriculum will follow constructivism

1. Teacher-created
2. Inquiry-based
3. Hands-on
4. Active learning
5. Centered around the Common Core ELA and Math standards, NYS standards for Social Studies, and NGSS standards

B. Math

1. Saxon Math
2. Singapore Math (to be explored)

C. ELA

1. Literature Circles
2. Treasures (all grade levels)
3. Daily 5 (all grade levels)
4. 6 + 1 Writing (all grade levels)
5. Wilson Foundations (K-2)
6. Wilson Reading (RTI)

D. Science

1. National Geographic Text (to be explored)
2. TCI Science Alive (to be explored)
3. STEM program
4. WIE (Women In Engineering)
5. WISE program (Women In Science)
 - a. Discussions with faculty in the RIT College of Science is underway to incorporate STEM & WISE programs into our school curricula
 - i. Possible Saturday Science Academy
 - ii. Potential Science Summer Camp for 6th graders
 - iii. RIT students would create lessons and experiments for Vision Quest students and implement them in VQ classrooms
 - iv. RIT would put together kits for VQ teachers to use in the classroom

6. WeatherBug

- a. A weather station will be put at the school
- b. Students will be able to keep track of and report the weather

E. Social Studies

1. TCI/Social Studies Alive (to be explored)

F. Printing and Cursive

1. Writing Without Tears

G. Academic Enrichment

1. Odyssey Of The Mind

2. First In Math

3. Compass

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V. Social Skills/Citizenship Curriculum

- A. Weekly school-wide morning meetings
- B. Daily classroom morning meetings
- C. School-wide morning meetings every week
 - 1. Grade levels will take turns running the meetings
 - 2. All students will participate in running the meetings
- D. Reading Buddies
 - 1. Once per week for 30 minutes
 - 2. Tied into The Daily 5
 - 3. Older grades are paired with younger grades
 - 4. Older students read to younger students
 - 5. Younger students choose the books
- E. Community service projects
 - 1. United Way Day Of Caring
 - a. Grades 3-6 will participate
 - b. Students will go out into the community and volunteer at places of business in the community
 - 2. Trash-A-Thon
 - a. Event will take place on Earth Day every year
 - b. Whole school will participate
 - c. Students will clean up trash around immediate school area
 - d. ELA tie-ins
 - i. Before the Trash-A-Thon, students will write letters to local businesses in the school's neighborhood to solicit pledges per pound of trash collected
 - ii. After the trash has been weighed, students will write collection letters to the local businesses who pledged money
 - iii. When the school receives donations, students will write thank-you letters to the local businesses as they send donations in
 - e. Math tie-in
 - i. Trash will be weighed and added
 - ii. Pledges will be counted and added
- F. Visions Of Beauty
 - 1. Students, school staff, and families will work together to beautify the school grounds with flowers grown by the students

G. Social Skills Classroom

1. Two-tiered program
2. Social Worker and Psychologist will meet with groups of students on a regular basis
3. Students would rotate through the program
4. Proactive social skills would be taught in 6-week rotations
5. Students who are identified as at-risk will participate in a separate program tailored to their needs

H. School-wide Programs

1. Leadership Skills

- a. Children will learn and use *The Seven Habits Of Highly Effective People* by using *The Leader In Me* program

2. SWPBS

3. C.A.R.E. (Conflict resolution, Anger management, Respect for self and others, Effective communication)

- a. Used with children identified as having participated in bullying behavior
- b. Delivered by the Social Worker

4. Be A S.T.A.R. (Safety, Trying your best, Acting responsibly, Respect)

I. Primary Program

1. P.A.T.H.S (Promoting Alternative THinking Skills)

- a. K-2nd grades
- b. Taught by existing on-site trained teacher

J. Intermediate Program

1. Pathways To Peace

- a. 3rd-6th grades
- b. Provided by the community organization

VI. Mandatory Enrichment Clubs

- A. All students will participate in activities, rotating every 6 weeks
- B. Clubs will take place Monday-Thursday
- C. Artist in Residence Program
 - 1. RIT students will deliver this service (pending)
- D. ELA, Math, Science, & Social Studies will be embedded in the clubs
- E. Every 6 weeks, we will have a Family Night so students can present what they have created
 - 1. Science Olympiads (year-long)
 - 2. Mathletes (year-long)
 - 3. Community Service Projects
 - a. A requirement for all students
 - b. Students will choose from a list of places to work with or make their own suggestions
 - c. Students will decide what to do to help the organization
 - d. Students will write letters of intention to the organization
 - e. Students will be responsible for carrying out a plan to fulfillment
 - 4. Cooking
 - a. Focus on healthy, fresh, local, homemade foods
 - b. Students will create recipes for breakfast, lunch, dinner, and snacks
 - c. Students will create recipe books
 - d. Students will choose themes to cook around
 - 5. Sewing Skills with The Felt Queen
 - a. Students will learn basic sewing skills
 - b. Students will learn how to do basic knitting
 - c. Students will learn how to do basic crocheting
 - d. Students will create a culminating project using the skills they learned
 - 6. Gardening/Agriculture/Sustainability
 - a. Square Yard For A School Yard
 - i. Students will help plant during Visions of Beauty
 - ii. Students will grow vegetable plants
 - b. Community garden
 - i. Students will work with neighbors on preparing the land and planting vegetables
 - ii. Students will tend the garden

7. Fitness Clubs

a. Girls On The Run of Greater Rochester

- i. GOTR will work with Vision Quest's 3rd-6th grade girls, educating and empowering them through running
- ii. Girls will participate in a 24-session curriculum that is supportive of their emotional, physical, social, and intellectual development
- iii. Girls will emerge from the program with more self-confidence, a healthy body image, a strong sense of identity and more self-confidence
- iv. VQ girls will participate in a 5K at the end of the program

b. Weight Room

c. Intermural Sports

d. Zumba

e. Yoga Classes

8. Music Series

a. African Drum Circle

9. Theater series

a. Drama Club

- i. Students write and perform original plays
- ii. Students will create all scenery, props, and costumes

b. Performing Arts

- i. Miss Sweet Potato Pie will work with students on original dance performances (pending)

c. Poetry

- i. Students will write original poems around chosen themes
- ii. Students will participate in a poetry slam
- iii. Students will read and recite existing poems

10. Photography

a. Students will learn how to use digital cameras

b. Students will learn how to use Photo Shop or other similar program

c. Students will create on-line photo accounts via Smug Mug, Winkflash, etc

d. Students will create photo essays based on personal interest

11. Robotics (10 weeks)

12. Debate Club
 - a. Students will debate current events
 - b. Students will debate historical events
13. Basic First Aid
 - a. Students will be trained by The Red Cross
14. Computer Programing and Design
15. Other vocations based on student interest

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VII. School & Family Communication

A. Person to Person Phone

1. Families will be able to call directly to classroom before and after school hours; during teaching hours they may leave messages
2. School staff will respond to messages within 24 hours

B. Robo-Calls

1. This feature will be used when school-wide events are taking place

C. Email

1. Parents will have access to all teacher email addresses
2. Teachers will email parents back within a 24 hour period

D. Student Agendas

1. Students will write homework down daily
2. Daily notes will be written in agendas
3. Families will sign agendas nightly

E. USPS

F. Remind 101

1. All classroom teachers will download this free app onto their school iPad and set up a class
2. Classroom teachers will assist parents of their students in joining Remind 101
3. Teachers will only use Remind 101 when they have to remind the whole class about an upcoming event

G. School Website

1. Technology teacher will be responsible for maintaining the school website

H. Teacher webpage

1. All building staff will have a personal webpage they will be responsible for maintaining

I. School Facebook Page

1. Technology teacher will set up the page and act as administrator
2. Principal and Vice Principal will have access to page and will be able to post events

J. Classroom Facebook Pages

1. Teachers can choose to have a class Facebook page
2. All students who appear on the page must have signed parental permission on file

VIII. Community Partners

A. The Good Food Collective CSA*

1. Vision Quest will receive fresh, local, organic produce from this CSA for the cafeteria
2. Vision Quest will serve as a pick-up point for members of the CSA

B. Casual Fridays*

1. Company would provide uniforms for Vision Quest

C. Girls On The Run*

D. The Felt Queen*

E. RIT*

F. Nazareth College (pending)

G. Writer's And Books (pending)

H. Rochester Community Foundation (pending)

I. Eastman School Of Music (pending)

J. Wegmans (pending)

K. Foodlink (pending)

L. 2-Logical (pending)

M. The Garden Factory (pending)

N. Center For Youth (pending)

O. Pathways To Peace (pending)

P. RPD (pending)

Q. RFD (pending)

R. Rural Metro (pending)

S. Breathe Yoga (pending)

*Confirmed partner

IX. Accountability

A. School staff

1. Professional Growth

- a. Goal setting
- b. Goal evaluating
- c. 360 self and peer evaluation
 - i. Staff will be evaluated by someone in their tenure area
- d. Self reflection
- e. Documentation of professional development
- f. Evidence of student growth

2. Ongoing professional development

- a. Teachers and paraprofessionals will participate in workshops that strengthen inquiry skills
- b. More experienced teachers will mentor less experienced teachers
- c. All staff will be trained by Brian Mendler and read his book *Taming Of The Crew*
- d. All staff will read *Teach Like A Champion* and participate in literature circles
- e. PD will be directly related to our school's needs
- f. Teacher performance will be regularly assessed and professional development will be tailored to specific needs

3. Ongoing team building

- a. Weekly staff meetings
 - i. Everyone will participate in a team building activity prior to the start of every meeting
- b. Weekend activities
- c. Mandatory 4 days of summer planning for grade level teams

4. Attend all after-school activities

5. Be a part of school committees

6. Participate in health & wellness activities geared toward staff

7. Be trained in basic first aid and CPR

B. Student Readiness to Learn

1. The Hope Survey

- a. Students will participate in online surveys that measure their perceptions about school belongingness, hope, academics, autonomy, achievement, and goal orientations

- b. Teachers will use results of The Hope Survey to guide their teaching
2. Habits of Heart & Mind
 - a. Teacher fills out paperwork prior to conference
 - b. Uses as a guide during conference
 - i. Compassion
 - ii. Democratic participation
 - iii. Motivation
 - iv. Perseverance
 - v. Respect
 - vi. Reflection
 - vii. Resourcefulness
 - viii. Risk-taking
 - ix. Self-acceptance
 - x. Achievement
 - xi. Strengths
 - xii. Challenges
 - xiii. Attitude
 - xiv. Organization
 - xv. Responsibility
 - xvi. Student goals
 - c. At conferences, students will select 2 academic goals and one social goal
 3. Glows & Grows
 - a. Students pick 3 “glows” and 3 “grows”
 - i. May be independent or with teacher help
 - b. Students write down “glows” and “grows”
 - i. Teacher may help write them if necessary
 - c. Used at conferences
 4. Students will run their conferences with the teacher as the moderator
 5. SWPBS
 6. Attendance
 - a. Attend school every day
 - b. Be on time for school every day
 - c. Be prepared for school every day in uniform and with supplies
 - d. Three illegal absences will result in a home visit

C. Family Involvement

1. Student attendance
 - a. Ensure that students come to school daily
 - b. Ensure that students are on time for school daily
 - c. Call school ASAP in the event of an absence
 - d. Be familiar with district regulations surrounding attendance (school will send the home)
 - e. Expect a home visit after 3 illegal student absences
2. Ensure daily preparedness of students
 - a. Comes to school with all needed supplies daily
 - b. Comes to school in a uniform daily
 - c. Comes prepared for PE
3. Designated space for an in-house family center
4. Family Liaison-full time
 - a. PR for school
 - b. Create and run parent nights
 - c. Accompany teacher and social worker on home visits
 - d. Be an active part of the FTSO
5. FTSO-Family Teacher Student Organization
 - a. Inform families and students of their rights
 - b. Fundraising
 - c. Work actively with family liaison
6. Family-Student-School memorandum of understanding
 - a. The student, his/her teacher, and family will all sign
 - b. Agree to abide by the following:
 - i. Attendance Policy
 - ii. Discipline Policy
 - iii. Requirement to attend three student-led conferences per year
 - iv. Ensure Daily Preparedness Of Child
 - v. Homework Policy
 - vi. Dress Code Policy
 - vii. Family Volunteer Work
 - viii. Student Community Service Work
7. Volunteer work (an hour a month required)
 - a. In the building
 - i. In the classrooms
 - ii. In the cafeteria

- iii. In the office
 - iv. In the library
 - b. On field trips
 - c. From home
 - i. Planning family nights
 - ii. Calling families
 - iii. Emailing families
- 8. Attending family nights
- 9. Attending school-wide weekly morning meetings

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X. School Committees (*all staff will participate on school committees on a rotating basis*)

A. Hiring Committee

1. New staff hired will be a part of the next hiring committee
2. Hiring committees will be reflective of job opening

B. Student Interview Committees

1. Committees will work in conjunction with each other during the intake process
 - a. Primary committee
 - b. Intermediate committee
 - c. Visual arts committee
 - d. Performing arts committee

C. School Climate Committee-yearly rotation

1. Staff representatives
2. Parent representatives
3. Student representatives
 - a. 5th or 6th grader
 - b. Students must submit a letter of intent if they are interested
 - c. Students must receive a letter of recommendation
 - d. Elected in by peers
 - e. Serve a 2-quarter term
 - f. Student will train his/her replacement
4. Physical look of the building
5. Behavior of students
6. Concerns of or with teaching staff
7. Concerns about the school in general

D. SBPT-yearly rotation

1. Administrator
2. One teacher per grade level, elected by peers
3. One special subject teacher, elected by peers
4. One para, elected by peers
5. Family representative, elected by peers
6. Student representative
 - a. 5th or 6th grader
 - b. Students must submit a letter of intent if they are interested
 - c. Students must receive a letter of recommendation
 - d. Elected in by peers
 - e. Serve a 2-quarter term

- f. Student will train his/her replacement
- E. Building Committee-yearly rotation
 - 1. Work in conjunction with the School Climate Committee
 - 2. Custodian
 - 3. Four teacher representatives, elected by peers
 - 4. Family representative, elected by peers
 - 5. One student representative
 - a. 5th or 6th grader
 - b. Students must submit a letter of intent if they are interested
 - c. Students must receive a letter of recommendation
 - d. Elected in by peers
 - e. Serve 2-quarter term
 - f. Students will train his/her replacement
- F. Safety Committee-yearly rotation
 - 1. 3-5 teachers, elected by peers
 - 2. Family representative, elected by peers
 - 3. SSO
 - 4. One student representative
 - a. 5th or 6th grader
 - b. Students must submit a letter of intent if they are interested
 - c. Students must receive a letter of recommendation
 - d. Elected in by peers
 - e. Serve 2-quarter term
 - f. Student will train his/her replacement
 - g. Student will be first-aid trained by community professionals
 - 5. Outside Community Agencies Committee
 - a. Teacher representative, elected by peers
 - b. Parent representative, elected by peers
 - c. Student representative
 - i. 5th or 6th grader
 - ii. Students must submit a letter of intent if interested
 - iii. Students must receive a letter of recommendation
 - iv. Elected in by peers
 - v. Serve 2-quarter term
 - vi. Student will train his/her replacement
 - d. Members will work directly with outside agencies that are tied to the school
 - i. RFD

- ii. RPD
- iii. Rural Metro Ambulance
- iv. Partners of the school

G. ESS/RTI

- 1. Administrator
- 2. Special education teacher
- 3. Social worker
- 4. Psychologist
- 5. Speech teacher
- 6. Cadre'

H. Governing Board

- 1. Teacher representation
- 2. Parent representation
- 3. Community partners
- 4. RTA representative

I. Family Council

- 1. Parent-run group

J. Student Council

- 1. Serve one-year term
- 2. Students must submit a letter of intent if they are interested
- 3. Students must obtain a letter of recommendation
- 4. Open to grades 3-6
- 5. Elected by peers
- 6. Two teacher representatives, elected by peers
- 7. Parent representative, elected by peers

XI. School Structure

A. Classroom Set-Up

1. Three classes per grade level (24 total)
 - a. General Education class (all grade levels)
 - b. ICOT classes (all grade levels)
 - c. MAP class (grades 3-6)
 - d. Split level classes (K-2)
 - i. K-1 split
 - ii. Pre-1st grade
 - iii. 1-2 split
 - iv. Pre-MAP 2nd grade
2. 15 students per classroom
3. Grades range from Pre-K to 6
4. Possible Pre-K options
 - a. Full day, every day
 - i. 3 teachers for 3 classes of up to 10 students
 - ii. 1 teacher & 1 para per class
 - b. Half days, every day with a morning and afternoon session
 - i. 2 teachers for 4 classes of up to 10 students
 - ii. 1 teacher and 1 para per class
 - c. One full day class & one half day class (AM & PM)
 - i. Parents can choose from:
 1. Full day
 2. Half day AM
 3. Half day PM
5. Learning Center
6. ATS Room
 - a. Designated full-time teacher
 - b. Full-time staff from Center For Youth
 - c. Social worker availability (part of SW schedule)

B. Departmentalization

1. Grades 3-6
 - a. All teachers will teach ELA to their homeroom class
 - b. One teacher at each grade level will also teach either Science, Math, and Social Studies
 - c. Students will rotate through the subject areas on a daily basis

C. Dedicated Science Labs

1. Primary lab for Pre-K to 2

2. Intermediate lab for 3-6

D. Principal & Vice Principal “Teacher For A Day” Program

1. Throughout the school year, the principal and vice principal will spend time teaching in each classroom
2. They will never be in a classroom on the same day
3. Teacher may assist the principal or vice principal around building as needed or as allowed

E. Special Subject/Immersion Classes

1. P.E.
2. Health and Nutrition
3. Music
 - a. General Music
 - b. Instrumental/Band
 - c. Choir
 - d. Performing Arts
4. Library
 - a. Integrated with curriculum
 - b. Library/media specialist will plan with grade level teams monthly
5. Technology
 - a. Integrated with curriculum
 - b. Technology specialist will plan with grade level teams monthly
6. Art
 - a. Integrated with curriculum
 - b. Art teacher will plan with grade levels monthly
7. Daily Recess
 - a. Built into the lunch schedule
8. Spanish Enrichment (ELL teacher)
9. Community Partners Programs (partners listed in section VIII)
 - a. Work with students in the areas of the arts, fitness, and nutrition
 - b. Work with staff on school committees
 - c. Work with families and provide assistance outside of school where needed
 - d. Work with cafeteria personnel to provide healthy, fresh meals for students

F. Technology Integration

1. SMART boards in all classrooms
2. SMART document cameras in all classroom
3. Full computer lab
4. iPads in all classrooms
5. Netbooks in 4th, 5th, 6th grade classrooms
6. Digital cameras and accessories
7. Every teacher will have a laptop and an iPad

G. Cafeteria

1. Breakfast
2. Lunch
 - a. Teachers would take turns eating lunch with kids
 - i. Family style
 - ii. Grade levels switch off
3. Full working kitchen
4. Kitchen staff cooking fresh foods
5. Fresh fruit & salad bar
6. Portions will fit ages of students
7. Create partnerships with places such as Foodlink, FreshWise, Wegmans, etc.

XII. Staffing

A. Classroom Teachers

1. Three per grade level

B. Special Education Teachers

1. One full-time per grade level
2. One full-time resource/consultant

C. Related Service Teachers

1. Speech-FT
2. ELL-FT (option to teach Spanish enrichment also)
3. Social Worker-FT
4. Psychologist-FT
 - a. Besides administering any needed testing, the school psychologist will assist the Social Worker in the Social Skills Classroom and work directly with the students
5. Occupational Therapist-FT
6. Cadre'-PT

D. Reading Teacher/Reading Recovery Teacher

1. Two full time
 - a. Primary
 - b. Intermediate

E. Paraprofessionals/Teacher Aides

1. Family Liaison-FT
2. Community Liaison-FT
3. 12 Full Time Classroom Aids
 - a. Will work directly in classrooms
 - b. One specifically assigned to each pre-k class
 - c. One specifically assigned to each kindergarten class
 - d. Give breaks when needed
 - e. Assist with breakfast and lunch

F. Special Subject Teachers-All Full Time

1. Three Music teachers
 - a. General music
 - b. Instrumental band/strings
 - c. Performing arts
2. Two PE/Health Teachers
 - a. Model 1: one teacher will teach primary PE and Health & Nutrition while the other teaches intermediate PE and Health & Nutrition

- b. Model 2: one teacher will teach health to all grades for half the year while the other teaches PE to all grades. After the second semester, they will switch

3. Two Art Teachers
4. Library Specialist
5. Technology Specialist

G. Office & Other Staff

1. One clerk/typist
2. One secretary
3. Nurse-full time
 - a. Vitals checks on all students and staff every 6 weeks
 - b. Provide nutrition information for families and staff
4. Custodian-1
5. Cleaner-2
6. Cafeteria
 - a. Lunch room aides-2
 - b. Cooks 1-2
 - c. Cashier-1
7. SSO
 - a. Check-in/check-out program with at-risk kids
 - b. Member of Safety Committee
 - c. Part of ATS room
8. Full-time Building Substitute

H. Administration

1. One principal-leader
2. Option for an assistant
3. Teachers can assist as needed/able
4. Administrative Board/Leadership Team

XIII. Scheduling

A. Longer school day

1. 8:00-4:00
2. 8:00-4:30
3. 8:30-4:30
4. 9:00-4:30

B. Longer school year

1. Sept 1-June 30 (calendar dependent)

C. 45 minute lunch/recess period

D. Optional flexible start/leave time for staff

E. Common planning time for grade level teachers twice a week for 30 minutes

F. Common planning time for 3-6 grade subject area teachers (Math, Science, SS) once a month for 60 minutes

1. Individual disciplines will meet to make sure that content and lessons are being scaffolded

G. Progress Reporting Days

1. Every 5 weeks
2. Each grade level will get one day to split among the three teachers (approx. 2 hours each)
3. Teachers must stay in the building
4. Students will be split between the two other classes at their grade level
5. Classroom teachers will work on progress reports/report cards only
6. Special subject teachers will get half a day to work on progress reports
7. Special subject teachers must stay in the building

H. Family-Student-Teacher conference days

1. 3 per year
 - a. November
 - b. February
 - c. May
2. Full day
3. No school for kids on those days
4. School will work with local community centers to provide childcare if it is needed

I. Mandatory Elective Period

1. All students must participate

2. Takes place at the last 60-90 minutes of the day
3. Mandatory community service
 - a. All students will rotate through this
4. Options for other activities
5. 6-week rotations

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XIV. Areas Of Autonomy

- A. Ability to select colleagues Through Interview Committee
 - 1. Teaching staff
 - 2. Special education staff
 - 3. Related services staff
 - 4. Special subject staff
 - 5. Paraprofessional staff
 - 6. Office staff
 - 7. Custodial staff
 - 8. Cafeteria staff
- B. Ability to transfer colleagues in or out
- C. Ability to evaluate colleagues
- D. Ability to select administration
- E. Ability to evaluate administration
- F. Ability to transfer administration in or out
- G. Ability to select a Governance Committee to make decisions
- H. Ability to determine the school's supplies and materials budget
- I. Ability to set school-year and school-day schedules and calendar
- J. Ability to determine pedagogy and instructional approaches
- K. Ability to choose curriculum materials and text books
- L. Ability to choose/determine all methods of student assessment
 - 1. Performance/project-based
 - 2. Teacher-created tests
- M. Ability to create progress reports/report cards
 - 1. Progress reports will be aligned to the Common Core and NYS standards
- N. Ability to choose professional development opportunities
- O. Ability to set school-wide policies
 - 1. Discipline
 - 2. Suspension
 - 3. Dress code/Uniforms
 - a. School day
 - b. PE
 - 4. Homework
 - 5. Field study procedures
 - 6. School Volunteers