

MARTIN LUTHER KING, JR. CHARTER SCHOOL OF EXCELLENCE
PROSPECTUS

September 17, 2004

CHARTER APPLICANT INFORMATION SHEET

Name of Proposed Charter School: Martin Luther King, Jr. Charter School of Excellence

School Address (if known): TBD

School Location (City/Town): City of Springfield

Name of Group Applying for the Charter: Our founding group supported by Martin Luther King, Jr. Community Center

Contact Person: Lan Katz

Address: 106 Wilbraham Road

City: Springfield State: Massachusetts Zip: 01109

Daytime Tel: (413) 575-9055 Fax: (413) 746-5646

E-mail: akatz@ksht.tv

☐ The proposed school will open in the fall of school year: 2005-06

School Year	Grade Levels	Total Student Enrollment
First Year	K-2 nd	180
Second Year	K-3 rd	240
Third Year	K-4 th	300
Fourth Year	K-5 th	360
Fifth Year	K-5 th	360

Will the school be at total enrollment in Year 5? If not, in what year and with how many students will the school be at total enrollment? Yes

Commonwealth charter applicants only:

Will this school be a Regional Charter School? Yes X No

School Districts from which students are expected to come (use additional sheets if necessary)

Springfield _____

**COMMONWEALTH CHARTER SCHOOL
CERTIFICATION STATEMENT**

Proposed Charter School Name Martin Luther King, Jr. Charter School of Excellence

Proposed School Location (City/Town) Springfield, Massachusetts

I hereby certify that the information submitted in this application is true to the best of my knowledge and belief; that this application has been or is being sent to the superintendent of each of the districts from which we intend to draw students; and further I understand that, if awarded a charter, the proposed school shall be open to all students on a space available basis, and shall not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language, or a foreign language, or academic achievement. This is a true statement, made under the penalties of perjury.

Signature of
Authorized Person _____ Date: Sept. 14, 2004
(please label copy with original signature)

Print/Type Name Alan M. Katz
Address: 106 Wilbraham Road, Springfield, MA 01109
Daytime Phone: (413) 575-9055

EXECUTIVE SUMMARY

Martin Luther King, Jr. Charter School of Excellence prepares kindergarten through 5th grade students of Springfield for academic success and engaged citizenship through insistence on rigorous, challenging work and incorporation of Dr. King's commitment to the highest standards in scholarship, civic participation and the ideal of the beloved community.

The learning goals of Martin Luther King, Jr. Charter School of Excellence are:

1. Students achieve excellence in scholarship.
2. Students understand and personify responsible and engaged citizenship.
3. Students, supported by their parents and community, share the ideal of the beloved community.

Community need. The academic performance of Springfield elementary schools is disappointing. The No Child Left Behind report card reveals widespread failure to make adequate yearly progress. As a result of repeated failure to make adequate yearly progress, 15 of the 31 elementary schools in the Springfield public system have been found to be in need of improvement. DOE has identified 7 of these schools for corrective action. Despite receiving a state-high \$1.9 billion of Massachusetts school reform money, the Springfield schools have not substantially improved MCAS results. Moreover, widespread student absenteeism and disruptive behavior in the Springfield schools show the children's need to learn values such as those of Dr. King. Many of these children live in poverty – their parents need the option of a public charter school such as MLK Charter School of Excellence.

Although MLK Charter School of Excellence has not begun registering students, parents have already completed Interested Student Forms for 51 Springfield children, who will enter kindergarten, 1st or 2nd grade in September, 2005. This early show of interest confirms the results of two surveys conducted by the founders of MLK Charter School. They surveyed 102 parents of young Springfield children from August 9-23, 2003, and from October 20-29, 2003, the founders conducted a second survey of 69 parents of young Springfield children. In both surveys, over 90 % of the parents surveyed reported an interest in having their children attend the MLK, Jr. Charter School of Excellence.

Educational program. Our students will achieve academic excellence, be prepared for engaged citizenship, and strive for a beloved community. Martin Luther King's life and values will be fundamental to the school's culture. The Dr. Martin Luther King, Jr. Curriculum: Building a Beloved Community, which we are developing, will address such concepts as individual responsibility, respect for human dignity, and equal opportunity. From kindergarten through 5th grade, the children will develop their character through the literature-based Dr. King curriculum and its community-service-learning component. As Dr. King wrote, "Intelligence plus character – that is the goal of true education."

MLK Charter School will achieve its academic learning goal of excellence in scholarship through a schedule which includes two periods of both English language arts (reading, writing, and oral) and mathematics daily. The curriculum will also include content-rich science and social studies, music, the arts, and fitness. All students will also learn computer skills and Spanish. Students will devote the last hour of the afternoon to consolidating the day's learning in English language arts and mathematics and receiving extra instruction in the subject which will most benefit the child.

MLK Charter School, its students, their parents and guardians, and the community will support a culture of high expectations, a commitment that all of the children will successfully learn and develop their character.

Partnership with the Martin Luther King, Jr. Community Center. The founding group of the MLK Charter School is an outgrowth of the MLK Community Center. The MLK Community Center has supported the founding group's charter application and will be the partner of the school. MLK Community Center will provide before-school and after-school programs at the school. These programs will incorporate the values of the Dr. King curriculum and support the academic success of the students. The community center will also host the students for events celebrating children's accomplishments and reinforcing the Dr. King curriculum. MLK Charter School students will have access to the community center's youth development and social services.

Founding group's capacity. Our founders are a diverse group with enthusiastic commitment to our mission, strong ties to Springfield, and the range of skills which will guarantee the viability of Martin Luther King, Jr. Charter School of Excellence. We share a passion for educating Springfield's children, an urgency to accomplish our mission, a deep appreciation of the vitality of Dr. King's values, and respect for the character and accomplishments of the other founding group members and our partner, MLK Community Center. The founders have already demonstrated their ability to raise substantial money for the school. The attached resumes and letters of interest show sincere commitment, an impressive array of experience, an abundance of governance skills, and contacts in all corners of Springfield society.

The MLK Charter School founding group has Dr. King's missionary zeal to educate the children of Springfield, all of whom deserve and can achieve excellence in scholarship and lives of engaged citizenship inspired by the ideal of the beloved community.

PUBLIC STATEMENT

MLK Charter School of Excellence will prepare kindergarten through 5th grade students of Springfield for academic success and engaged citizenship through insistence on rigorous, challenging work and incorporation of Dr. King's commitment to the highest standards in scholarship, civic participation and the ideal of the beloved community. MLK Community Center will partner with the school. Founders include: Mass Mutual executive Beverly Holmes; Community Center director Dora Robinson; attorneys Alan Katz and Lisa Baker; Springfield College professors Joseph Ganesin and Jason Irizarry; Marie Stebbins; Armando Feliciano; Denise Jordan; banker Hector Toledo, retired principals Robert Brown, Jr., Richard Denniston, and Terez Waldoch; Brenda Frye; AIC Professor Augustus Pesce; STCC administrator Myra Smith; Elms College vice president Anne Harrison; and teacher Sherril Willis.

I. Charter School Mission

A. Mission Statement

"Intelligence plus character – that is the goal of true education." Martin Luther King, Jr.¹

Martin Luther King, Jr. Charter School of Excellence prepares kindergarten-through-5th grade students of Springfield for academic success and engaged citizenship through insistence on rigorous, challenging work and incorporation of Dr. King's commitment to the highest standards in scholarship, civic participation and the ideal of the beloved community.

B. Statement of Need

-Explain the need for this particular school in the communities it will serve and the target student population it will serve.

"Schools have to be infused with a mission if they are to be successful. The mission is clear: the rapid improvement of the school performance of Negroes and other poor children. If this does not happen, America will suffer for decades to come. Where a missionary zeal has been demonstrated by school administrators and teachers, and where this dedication has been backed by competence, funds and a desire to involve parents, much has been accomplished. But by and large American educators, despite occasional rhetoric to the contrary, have not dedicated themselves to the rapid improvement of the education of the poor." Martin Luther King, Jr.²

Dr. Martin Luther King, Jr.'s values of commitment to the highest standards - in scholarship, in civic participation and in the ideal of the beloved community - continue to be a beacon of hope. Although Dr. King died 36 years ago, his call to move to community³, rather than chaos, remains a dream. In Springfield a high percentage of children do not graduate from high school and violence is on the rise – signs of the chaos and lack of dedication that Dr. King feared.

Scholarship. MCAS results demonstrate the academic shortcomings of the elementary schools in Springfield.⁴ In particular, the 2003 MCAS results for 3rd graders show that 58% of Springfield students were in the needs improvement/warning/failed category in reading. Among Springfield 4th graders, 46% needed improvement in English language arts (ELA) and 22% failed. In mathematics, 45% of Springfield 4th graders needed improvement and 34% failed. Therefore, overall among Springfield 4th graders, 66% were not proficient in ELA and an astounding 79% were not proficient in mathematics. These results contrast unfavorably with the state average. (see Chart 1)

CHART 1: MCAS Tests of Spring 2003 – Percentage of Students at Each Performance Level

Grade and Subject	Advanced		Proficient		Needs Improvement		Warning/Failed	
	Springfield	State	Springfield	State	Springfield	State	Springfield	State
Grade 3 – Reading	NA	NA	42	62	41	30	17	7
Grade 4 – ELA	3	10	29	45	46	34	22	10
Grade 4 – Mathematics	4	12	17	28	45	43	34	16

The 2003 MCAS results for Springfield Public Schools 3rd and 4th graders changed only minimally from the 2002 results.⁵ On the 3rd grade reading test, in 2002 56% of Springfield students scored not proficient, while in 2003 58% scored not proficient. In 4th grade ELA, in 2002 69% were not proficient, while in 2003 68% were not proficient. In 4th grade math, in 2002 81% rated not proficient, while in 2003 79% rated not proficient. The MCAS scores of Springfield 3rd and 4th graders are chronically unsatisfactory and among the lowest in Massachusetts in reading, ELA, and mathematics.

¹ King, Martin Luther Jr., *The Purpose of Education*, **Maroon Tiger** (January-February, 1947), p.10.

² King, Martin Luther Jr., **Where Do We Go From Here: Chaos or Community?** (1967), 1968 Bantam Book edition, p. 227.

³ *Ibid.*

⁴ www.sps.springfield.ma.us/webContent/MCAS-2003-DATA.pdf

⁵ Massachusetts Department of Education report of 2002 MCAS results at www.doe.mass.edu.

The Springfield elementary schools are particularly failing to meet the needs of black and Hispanic students. While 58% of Springfield public school 3rd graders were not proficient readers as measured by the 2003 MCAS, only 36% of the white students were not proficient readers. Similarly, 48% of white Springfield 4th graders were not proficient in ELA, while 65% of black students and 79% of Hispanic students were not proficient. The 4th grade MCAS math results also showed this disparity: 62% of the white students were not proficient, contrasted with 81% of black students and 85% of Hispanic students who were not proficient.⁶

Overall, the No Child Left Behind (NCLB) report card for Springfield shows that in 2003 the Springfield public schools in aggregate failed to make adequate yearly progress (AYP) in both ELA and mathematics.⁷ Although white Springfield students made AYP in ELA and math, free lunch, African American/black, and Hispanic students failed to make AYP in both ELA and math. Statewide 94% of districts made AYP in both ELA and mathematics.⁸ In contrast to Springfield, 68% of urban school districts made AYP in ELA and 55% made AYP in mathematics. In ELA and mathematics, a majority of urban districts made AYP for free-and-reduced-price-lunch and African-American/black students while more than 45% of these districts made AYP for Hispanic students.

DOE's 2003 identification of schools for corrective action corroborates the poor academic performance of Springfield schools. Among the 38 Massachusetts schools identified for corrective action, 10 are Springfield schools.⁹ Seven of these 10 are elementary schools.¹⁰ Moreover, DOE's Winter 2004 Panel Review reviewed 16 of the 38 schools identified for corrective action to determine whether each has a sound plan for improving student achievement and the conditions necessary to successfully implement a plan to improve student achievement.¹¹ The 16 schools reviewed included four Springfield schools. DOE determined that all four Springfield schools do not have a sound plan and/or lack the necessary conditions to improve student achievement. Three of these four schools are elementary schools.¹²

If NCLB is to be upheld, Springfield parents, who desire to transfer children from underperforming schools, will need more choice. The city needs additional options, as the 2003-2004 NCLB report cards identifies 15 of the 31 Springfield school system elementary schools for improvement.¹³ Moreover, 77.1% of Springfield public school system students are from low-income households.¹⁴ There is very little choice for parents in the Springfield public school system, particularly parents living in poverty. Springfield needs a public elementary school that insists upon and achieves excellent academic results.

Citizenship. Springfield needs students to be engaged and responsible citizens of their schools. Two absolute minimum standards of responsible citizenship in school are regular attendance and non-disruptive behavior. The children of Springfield desperately need to learn these values. At the Springfield public school system middle and high schools, attendance rates generally fell during the 2002-2003 school year despite a toughened new attendance policy and the hiring of numerous attendance officers.¹⁵ Of the Springfield middle and high school students, 12,921 (or 49%) recorded more than the 12 permitted unexcused absences.¹⁶ The Springfield school committee ultimately relaxed the attendance requirement for 2003 graduates because more than half of the seniors were in violation of the policy.¹⁷ Children need to learn in elementary school the importance of responsible citizenship beginning with attendance at school.

⁶ <http://www.sps.springfield.ma.us/websites/NCLB03-04/district.htm>.

⁷ <http://www.sps.springfield.ma.us/websites/NCLB03-04/district.htm>.

⁸ <http://www.doe.mass.edu/sda/sprp/cycleIII>.

⁹ <http://www.doe.mass.edu/sda/sprp/cycleIII/corrective.html>.

¹⁰ One of these schools, Elias Brookings, is K-8th grade.

¹¹ <http://www.doe.mass.edu/sda/panel/04/>.

¹² The four schools are Homer Street Elementary School, Washington Street Elementary School, White Street Elementary School, and M. Marcus Kiley Middle School.

¹³ *Ibid.*

¹⁴ *Ibid.*

¹⁵ The Springfield Republican, June, 20, 2003, pp. A1 & B2.

¹⁶ The Springfield Republican, July 1, 2003, p. A1.

¹⁷ The Springfield Republican, April 14, 2003, pp. B1-B2.

The Springfield public school system also struggles with disruptive behavior in the schools. During the 2002-2003 school year, Springfield accounted for 30% of the exclusions (expulsions and long-term suspensions) statewide.¹⁸ Springfield elementary schools stand out: 23 of the 24 exclusions statewide in grades K – 2 were from Springfield schools (96%), while 40 of the 62 exclusions statewide in grades 3 – 5 were from Springfield schools (65%). During the 2000-2001 school year, nearly 30% of the exclusions statewide were from the Springfield schools.¹⁹ The number of exclusions of Springfield elementary school students again was particularly distressing – during the 2000-2001 school year, Springfield excluded 19 K – 2nd students, while no other district excluded more than one student. Similarly, Springfield excluded 44 3rd – 5th graders, while only two other Massachusetts districts excluded more than one student.²⁰ The 1999-2000 school year data are similar: among nine K – 2nd Massachusetts children who were excluded, six (67%) were Springfield children; while among 35 exclusions of Massachusetts 3rd – 5th graders, 16 (46%) were Springfield children.²¹ Springfield children need a school culture which minimizes the need for disciplinary intervention.

Springfield needs an elementary school where children learn a commitment to nonviolence in their relationships. Springfield needs an elementary school where children grow into lives of engaged citizenship. MLK Charter School of Excellence, through its Dr. Martin Luther King, Jr. Curriculum: Building a Beloved Community and the culture of the school, will educate children who will live these values in school every day.

Community. Springfield has attempted to answer the problem of low student achievement by heavily investing in the schools. During the years of school reform, the Commonwealth of Massachusetts provided \$1.9 billion to the Springfield public school system. Springfield received more money than any other Massachusetts school system.²² The result, as stated by Springfield's school superintendent, is that: "There is no clear-cut evidence that the growth in our teacher work force has helped in terms of MCAS."²³

Springfield parents want alternatives such as the MLK Charter School of Excellence. Already parents have filled out interested student forms identifying children for possible admission to the school in September, 2005.²⁴ Parents have filled out forms for 51 Springfield children entering kindergarten, 1st grade, and 2nd grade in September, 2005.

The parents of Springfield are ready for an innovative approach to elementary education. The founders of MLK Charter School surveyed 102 parents of young Springfield children from August 9-23, 2003. From October 20-29, 2003, the founders conducted a second survey of 69 parents of young Springfield children. Based on the mission statement of the MLK Charter School and perhaps on their knowledge of the MLK Community Center, over 90 % of the parents in the first survey reported that they would be interested in having their children attend the MLK, Jr. Charter School of Excellence.

We also surveyed parents about particular programmatic elements of the MLK Charter School: "Would you be willing to participate in the following activities: Read with your children on a daily basis? Attend four scheduled meetings each year at the MLK Community Center or the school to discuss the children's progress? Verify for the school that the children are doing their homework, reading at home, and cooperating with the parents?" In tallying the results for the 93 parents interested in sending their children to our school, 80 agreed to all three requests; 10 agreed to two requests; only 3 agreed to one or none of the requests. Overall the data reveal a community of committed parents, clearly articulating their interest in the MLK Charter School.

¹⁸ <http://www.doe.mass.edu/infoservices/reports/exclusions/0203/data.html>. Among 1949 exclusions statewide, 583 were from Springfield schools, followed by 221 from Boston and 102 from Worcester.

¹⁹ <http://www.doe.mass.edu/infoservices/reports/exclusions/0001/stuexcl.html>.

²⁰ Lawrence excluded nine students and Holyoke excluded three.

²¹ www.doe.mass.edu/infoservices/reports/exclusions/9900/stuexcl.

²² Sunday Republican, July 6, 2003, pp. A1 & A6.

²³ *Ibid.*

²⁴ The interested student form is in English on one side and Spanish on the other side. A parent who fills out an interested student form takes a step preliminary to registration for the admissions lottery. Parents will register students for the admissions lottery when they attend group or individual meetings with representatives of the school who will describe the school in detail including the high expectations of students and parents.

Our second survey, which we conducted in October, replicated the results of the August survey while also assessing parent support for our education program. 96% stated that they would possibly like their children to attend MLK Charter School. Among the 66 parents interested in having their children attend MLK Charter School, 60 stated that they would be willing to participate in all five parent involvement activities listed (daily reading with child, attending 6 scheduled parent conferences, verifying homework and reading, attending student performances, and helping at school). Among the other six parents, five expressed willingness to participate in four of the five parent involvement activities.

The mission of the MLK Charter School is academic excellence. In order to offer to all students, including low-income, black and Latino students, what Martin Luther King called for - a school infused with a missionary zeal to improve rapidly the school performance of poor children, and backed by the community and involved parents - MLK Charter School needs the flexibility of a commonwealth charter.

While children in the Springfield public schools are relegated to increasingly large classes,²⁵ the Springfield Republican reported that the school superintendent said that class size will continue to be an issue, with space limited by available classrooms as much as by staffing counts. In contrast, MLK Charter School anticipates an average of 20 students per class.

Our students will receive an individualized program of instruction in classes averaging 20 students. They will benefit from the professional development of the teachers coordinated with the school's frequent assessment of student performance, parental involvement, and support from the school's partner, MLK Community Center, and other community resources. This is unique in Springfield. No school in the Springfield public school system has a mission-driven partnership with a community organization such as MLK Community Center.²⁶ The independence granted by a commonwealth charter will allow MLK Charter School to cultivate and insist upon the commitment of our school's board, administrators, teachers, parents, and students to the success of all of our students, to our unwillingness to give up on any of the students.

The values of Martin Luther King, Jr. inspire our founding group and will enrich the lives of our students. With the flexibility of a commonwealth charter, our founding group will be able to succeed in our mission for the children of Springfield. Springfield needs our charter school - not only because of our mission, our plan to implement the mission, and our ability to succeed in the mission - but also because too many Springfield families are financially unable to afford a choice that is not a public school.

II. How will the school demonstrate academic success?

A. Educational Philosophy

- Describe the educational foundation of the proposed school. Include in this description discussion of the instructional methods to be used.

MLK Charter School's premise is that all children can and will become fulfilled in their sense of self-worth, become accomplished to the full extent of their abilities, and become contributors to society. We believe that our school will accomplish this because the children, parents and staff will be a true learning community, working together toward community goals. In addition, the parents will be involved intimately in the education of their children. MLK Community Center's support of the school's academic goals and culture, including additional supervision by caring adults, is supported by research that shows significant improvement in the following areas related to academic achievement: academic involvement, achievement motivation, achievement test scores, attitude toward school or academics, competence, educational aspirations, grades, homework completion, lower rates of failure, overall academic performance, reduced suspensions, school attendance, etc.²⁷

The school will remain a small school with class size that allows all children to feel a sense of belonging and to support and encourage each other in their individual goals toward a personal best. While learning is a social activity,

²⁵ The Sunday Republican, May 2, 2004, pp. A1 & A10.

²⁶ Two publications of the Springfield Public Schools which describe the programs available at the schools are Springfield Public Schools 2003/2004 – Elementary and Middle Schools of Choice and Magnet Attractions – A Publication of the Springfield Public Schools Magnet Schools Assistance Program (August 2002).

²⁷ Little, P. & Harris, E. (2003) *A Review of Out-of-School Time Program Quasi-Experimental and Experimental Evaluation Results*, **Harvard Family Research Project Out-of-School Time Program Evaluation**.

the instructional method will be constructivist pedagogy. In this method, teachers support the natural learning process in which students construct knowledge from their experience by structuring learning activities based on the big ideas or concepts. MLK Charter School will implement program strategies that show the greatest gains for students: 1) quality implementation, leadership and accountability; 2) academically demanding curriculum; 3) family involvement; 4) individualized supports for students; and 5) community involvement.²⁸

The learning goals of Martin Luther King, Jr. Charter School of Excellence are:

- ☐ Students achieve excellence in scholarship.
- ☐ Students understand and personify responsible and engaged citizenship.
- ☐ Students, supported by their parents and community, share the ideal of the beloved community.

EXCELLENT ACADEMICS AND SCHOLARSHIP

"The sad truth is that American schools, by and large, do not know how to teach – nor frequently what to teach. The[re is] ineffectiveness in teaching reading skills to many young people, whether white or black, poor or rich..."²⁹ – Martin Luther King, Jr.

Academic achievement is the major goal of the school. Learning is a complex process, and the outcome depends on implementing various effective models of teaching. Also, certain conditions are necessary for the academic success of all students. The setting, the structure of classes, the support systems and parent involvement combine with the most important skillful teaching and quality curriculum to assure academic achievement. The MLK Charter School's class size is limited to an average of 20 children. Support for individual students needing additional help will include a tutoring program involving retired teachers and college student volunteers. Experimental research studies have shown that smaller class size, mentoring programs, and high quality early childhood program participation increase academic achievement.³⁰

Also, recent research has found a consistent relationship between the use of five standards and a wide range of student outcomes. These standards are included in the MLK Charter School plan:

- 1) Teachers and students producing together.
- 2) Developing language and literacy across the curriculum.
- 3) Making meaning: connecting school to students' lives and contextualizing teaching and curriculum in the experiences and skills of student homes and communities.
- 4) Teaching complex thinking: challenge students toward cognitive complexity.
- 5) Teaching through conversation.³¹

Academic accomplishment creates limitless opportunities for each child. The MLK Charter School's commitment to academic success and scholarship is an insistence that all students master the fundamentals of English language arts (ELA) and mathematics. MLK students will learn how to explore ideas and think analytically and creatively in order to be productive in school and beyond. Children will study a content rich curriculum, not only in ELA and math, but also science and social studies supplemented with Spanish, computers, music, the arts, and fitness. At MLK Charter School, competence requires (a) deep factual knowledge, (b) understanding facts in the context of concepts, and (c) organizing knowledge to facilitate retrieval and application.³²

Our students will develop competence in a learning environment that is learner-centered, knowledge-centered, and assessment centered.³³ Our learner-centered teachers will be aware that students construct their own meanings

²⁸ Walker, J.D. & Jurich, S. (2001) *Raising Minority Academic Achievement: A Compendium of Educational Programs and Practices*.

²⁹ King, M.L. Jr., *Where Do We Go from Here: Chaos or Community?*, *supra*, at 226.

³⁰ Redd, Z., Brooks, J. & McGarvey, A. (2004) *Child Trends/What Works*.

³¹ Hilberg, R., & Saunders, W. (2003) *Research Evidence: Five Standards for Effective Pedagogy and Student Outcomes* **Center for Research on Education, Diversity and Excellence (CREDE)**.

³² Bransford, J.D., Brown, A.L. & Cocking, R.R. (2000) **How People Learn – Brain, Mind, Experience, and School, Expanded Edition** is the report of the National Research Council's Commission on Behavioral and Social Sciences and Education and its Committee on Learning Research and Educational Practice. MLK Charter School's academic educational philosophy draws heavily from the findings in this report.

³³ *Id.*, at 131-141.

based on pre-existing beliefs and understandings. Through this “diagnostic teaching” - where teachers discover what a student thinks in relation to a problem, sensitively discuss the misconceptions, and give that student situations which will enable the student to readjust his/her ideas³⁴ - we will help students build a bridge from their prior knowledge to the subject matter by readjusting their understandings.

Building on the premise that: “...children are capable of sophisticated levels of thinking and reasoning when they have the knowledge to support these activities,” our school will be knowledge-centered, providing children with the well-organized bodies of knowledge necessary to support analysis and understanding.³⁵ Cognitive skills depend on knowledge of sufficiently numerous facts and skills that are highly specific to the task.³⁶ Learning requires memorization and memory requires repetition, practice and consolidation.³⁷ MLK Charter School will schedule daily periods for ELA and math consolidation that promote memory and are essential for learning.

Our learning environment will be assessment-centered, continuously assessing students and providing feedback to improve teaching and learning. Assessment will focus on students’ deep understanding in addition to memorization of facts and procedures. Our teachers will help students reflect on their learning in order to build self-assessment skills. We will use multiple forms of assessment. We will teach and assess students based on a broader set of abilities so that racially, ethnically and socio-economically diverse students will achieve.³⁸

We will maintain high standards and accountability for classroom instruction. Our teachers will share our founding group’s enthusiasm for educating Springfield’s children.

Classrooms will be respectful. Classroom management will be consistent and effective. Teachers will focus on teaching the lessons described in the daily curriculum plan. Students will feel valued. When a student is not performing up to standards, including academic and behavior struggles as well as disabilities, the school will intervene quickly with intensive remediation, correction, and encouragement to hasten the child’s return to full, independent participation in the classroom.

Instruction will be mission-driven. For each period of the day, the teacher will write the aim, do now, class activities, and any homework on the board. The year’s curriculum map will draw the “aims” from the Massachusetts Curriculum Frameworks and other standards adopted by the school. The director of instruction and curriculum (DIC) will frequently observe each teacher and provide feedback. As schedules permit, teachers will observe one another and discuss professional issues arising out of the observations. Teachers will collaborate to map the curriculum units and plan for differentiated instruction. Teachers, with and without the DIC, will meet regularly in grade level teams to develop plans to support the academic achievement by each student and accomplishment of the annual standards in the curriculum plans. The agenda of each meeting will link with student outcomes.

CIVIC PARTICIPATION AND ENGAGED CITIZENSHIP

“Our school system still primarily functions as a system of exclusion. [T]here is an enormous reservoir of talent among Negro and other poor youth. This society has to develop that talent. The unrealized capacities of many of our youth are an indictment of our society’s lack of concern for justice and its proclivity for wasting human resources.”³⁹ – Martin Luther King, Jr.

Do our children believe that the lack of math proficiency in 79% of Springfield’s 4th graders is an injustice? Do they recognize that they have a right to demand excellent schools, at the same time that they have a responsibility to seek knowledge in school?

Dr. Martin Luther King, Jr. led our country from legal segregation and racial isolation toward civil rights and economic opportunity for all. While ministering to his church, Dr. King traveled from city to city leading those already engaged in the struggle for civil rights and mobilizing people from all walks of life. He was a compelling model of engaged

³⁴ Bell, A.W., O’Brien, D. & Shiu, C. (1980) **Designing Teaching in the Light of Research on Understanding**; Bell, A.W. (1982) **Treating Students’ Misconceptions**.

³⁵ Bransford, J.D., Brown, A.L. & Cocking, R.R. **How People Learn – Brain, Mind, Experience and School**, *supra* at 138.

³⁶ Hirsch, E.D. Jr. (1987) **Cultural Literacy: What Every American Needs to Know**, pp.60-62.

³⁷ Wolfe, P. (2001) **Brain Matters – Translating Research into Classroom Practice**.

³⁸ Sternberg, R.J. (1997) **How Children Learn**, p. 5.

³⁹ King, M.L. Jr., **Where Do We Go from Here: Chaos or Community?**, *supra* at 228.

citizenship and a catalyst to civic participation for millions. MLK Charter School teaches about Dr. King's commitment to bring justice to the disenfranchised. Our children will learn about their potential for civic participation from the example of Dr. King.

Our school embraces the importance of each person making a positive contribution to the world and the importance of education as a tool enabling each person to make a greater contribution. Our children will learn about their potential for engaged citizenship by being engaged citizens of the MLK Charter School. The Dr. King curriculum and its community-service-learning component will develop the skills of civic participation.⁴⁰ Learning these skills fosters civic engagement.⁴¹ The children will refine their communication skills, develop the ability to work cooperatively, and nurture the habit of resolving disputes nonviolently – tools of both academic success and civic participation. Our children will know that their engaged citizenship and social action are positive responses to the failure to develop the talent of poor children.

THE IDEAL OF THE BELOVED COMMUNITY

*Parents should be involved in schools to a much greater extent, breaking down the barriers between professionals and the community that they serve.*⁴² – Martin Luther King, Jr.

Dr. Martin Luther King, Jr. inspired our nation with his vision of the beloved community, a community of high and noble aspirations with equal opportunity for all.⁴³ Dr. King's beloved community is a global vision, in which all people can share in the wealth of the earth. In the beloved community, poverty, hunger and homelessness will not be tolerated because international standards of human decency will not allow it. Racism and all forms of discrimination, bigotry and prejudice will be replaced by an all-inclusive spirit of sisterhood and brotherhood. Dr. King wrote: ". . .our ultimate goal is integration, which is genuine inter-group and inter-personal living."⁴⁴ In his 1959 *Sermon on Gandhi*, Dr. King stated that: "[t]he way of acquiescence leads to moral and spiritual suicide. The way of violence leads to bitterness in the survivors and brutality in the destroyers. But, the way of non-violence leads to redemption and the creation of the beloved community."

In Dr. King's beloved community, the black and Latino children of Springfield would share in the joy and accomplishment of academic success. Research supports positive outcomes academically and behaviorally for students who are in a small learning community. Examples include successful and innovative small urban schools where students and adults can interact with the community, share resources, and learn from each other.⁴⁵

The ideal of community - including elimination of the barriers between school, parents, and community - is at the heart of MLK Charter School. The school will be an integral part of Springfield and will be its own community. Its core value will be high expectations for all community members – high expectations for respect, responsibility and scholarship. Our students' success will flow from and justify these high expectations.

At MLK Charter School, education is a school, community and family responsibility. MLK Charter School, supported by MLK Community Center, will ensure parent involvement in each student's education. When schools, families, and community groups work together to support learning, children tend to do better in school, stay in school longer, and like school more.⁴⁶ The school, parents, and community center will guide the students using our social-emotional component - our Dr. Martin Luther King, Jr. Curriculum: Building a Beloved Community (the Dr. King curriculum). When home and school collaborate closely to implement social-emotional learning programs, students gain more,

⁴⁰ Corporation for National & Community Service, www.learnandserv.org.

⁴¹ Kirlin, M. (2003) *The Role of Civic Skills in Fostering Civic Engagement*.

⁴² King, M.L. Jr., **Where Do We Go from Here: Chaos or Community?** *supra* at 227.

⁴³ See, "The Beloved Community of Martin Luther King, Jr." at www.thekingcenter.org.

⁴⁴ King, Martin Luther Jr. (1958) **Stride Toward Freedom**.

⁴⁵ Bergsagel, V. (2002) *Designing schools that work for all kids: What does effective educational design look like?*

Seattle, Washington School Construction.

⁴⁶ Henderson, A. & Mapp, K. (2002) *A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement*, **Southwest Educational Development Laboratory**. This report, a synthesis of research on parent involvement over the past decade, found that, regardless of family income or background, "students with involved parents are more likely to: earn higher grades and test scores; pass their classes, and earn credits; attend school regularly; have better social skills, show improved behavior, and graduate."

and program effects are more enduring and pervasive. As more and more children are being bombarded by messages of mass culture, internet, television, music, videos, and other outlets unfiltered by adults, it becomes more and more important that key caregivers in children's lives send strong and coordinated health-promoting messages.⁴⁷

Collaboration with other organizations expands our community. For example, Springfield College has received an Americorps grant under which graduate students in the Springfield College School of Social Work could be placed at MLK Community Center to provide services to enhance the academic success of MLK Charter School students. As our students learn about community by sharing their education with the greater community, they will experience community in school. Children will aspire to the ideal of the beloved community.

B. Curriculum

- Provide a description of the curriculum that will be used by the school, **including** the content (what students should know) and skills (what students should be able to do) to be taught in the main subject areas (math, science, social studies/history, English) at each grade level.

Our curriculum will be based on the school's learning goals, the Massachusetts Curriculum frameworks, and research-based practices and programs. Curriculum programs for the various subject areas will be chosen to include some basic design features that include key concepts and essential questions that will assist the teachers in planning meaningful and sequential activities. In English language arts (ELA), we will use a balanced literacy program that allows us to teach students to read and write with a wide range of strategies. This balanced literacy program will teach phonemic awareness, phonics, fluency, vocabulary, spelling, grammar, and comprehension skills. Class will include silent reading, reading aloud, whole language such as imaginative story dictation, writing, and oral presentation. A great deal of literature confirms that students do significantly better in academic work when their teachers explicitly teach them strategies for improving reading comprehension, organizing and revising writing, and reviewing, remembering, and summarizing.⁴⁸ The writing instruction will include ideas, voice, word choice, sentence fluency, convention, and organization. The children will read often and be read to often in school and at home. Our approach also provides differentiated teaching for diverse learners. The emphasis on reading will extend beyond the ELA period to the extent that, not only is the Dr. King curriculum literature-based, but reading is fundamental to the community service learning, particularly in kindergarten and 1st grade. Research shows that the engagement rates are highly predictive of student achievement⁴⁹ and more time engaged in reading or math generally showed higher achievement in that subject.⁵⁰ The students will experience reading and see models of reading.

In math, we will purchase a program such as *TERC Investigations* that will allow us to provide students with both the basic skills and abstract understanding of mathematical principles.⁵¹ Our students will learn mathematics as a set of ideas and abstract mathematical thinking. However, our balanced program will also require computation and memorization drills. As with reading, literature confirms that students do significantly better when their teachers teach them explicit math strategies.⁵² For science and social studies, we are considering a content-rich curriculum, like the *Core Knowledge Sequence and Series*, in order to ensure that our students build up a powerful knowledge base that will support their learning over time.⁵³ A content-rich curriculum is particularly helpful to our student population which, we anticipate, will lack a strong content background. The DIC and classroom teachers will review

⁴⁷ Elias, M.J. (2003) *Academic and social-emotional learning: Educational Practices Series, #11*, **International Academy of Education and the International Bureau of Education (UNESCO)**.

⁴⁸ Paris, S., Wasik, B., & Turner, J. (1991) *The Development of Strategic Readers*, **Handbook of Reading Research**.

⁴⁹ Bloom, B. (1974) *Time and Learning*, **American Psychologist 29**.

⁵⁰ Rim, E. & Collier, A. (1982) *In Search of Nonlinear Process-Product Functions in Existing Schooling Effects Data: A Reanalysis of the First-Grade Reading and Mathematics Data from the Stallings and Kaskowitz Follow Through Study*.

⁵¹ The National Science Foundation funded TERC to create *Investigations in Numbers, Data, and Space* as an ambitious, comprehensive elementary mathematics curriculum. 1500 schools now use this curriculum. Students do mathematics through collecting, organizing, and interpreting real-world data.

⁵² Saphier, J. & Gower, R. (1999) **The Skillful Teacher**.

⁵³ "The *Core Knowledge Sequence* is the result of a multi-year process of research and consensus-building undertaken by the Core Knowledge Foundation and a few hundred teachers, scholars, scientists, national organizations, and representatives from various ethnic groups. . . . Core Knowledge is a *content-based academic program for children from preschool through 8th grade*. It involves teaching core knowledge (content) in highly specified, yearly sequences so that children have a coherent, cumulative, solid foundation of knowledge and competencies." www.coreknowledge.org

the curriculum to ensure alignment with the frameworks as well as engagement of and benefit to all students by employing an array of strategies while insisting on mastery of the uncompromised content and skills.

Supplementing and enriching our academic curriculum, students will study our Dr. Martin Luther King, Jr. Curriculum: Building a Beloved Community. This character development curriculum, which we are creating, is inspired by Dr. King's life and values. The Dr. King curriculum will align with the Massachusetts Curriculum Frameworks and will be the lynchpin of MLK Charter School's culture. Each month the school focuses on one of the Dr. King values: service, respect, cooperation, learning, responsibility, honesty, perseverance, social justice, and beloved community. The Dr. King curriculum has a sequence for each value running from kindergarten through 5th grade. The Dr. King curriculum also has a community-service-learning component. Drawing on literature, community service learning, and Dr. King's life and writings, students will deepen their understanding of the Dr. King values through discussion, projects, and presentations. A substantial body of research supports the notion that social and emotional variables are integral rather than incidental to learning.⁵⁴ A meta-analysis of 165 studies examined the effectiveness of various school-based prevention activities. The study revealed that social and emotional learning programs increase attendance and decrease the dropout rate.⁵⁵ Other studies found that these programs improved student attitudes, behaviors, and academic performance.⁵⁶ The values of our school will permeate the building, the daily life of the school, and the MLK Community Center programs for the students.

Consistent with Martin Luther King's philosophy, there will be a strong component of community service learning integrated throughout the curriculum. Service-learning is a method whereby students learn and develop through active participation in thoughtfully organized service that is conducted in and meets the needs of communities; helps foster civic responsibility; is integrated into and enhances the academic curriculum of the students; and provides structured time for students to reflect on the service experience (according to the National and Community Service Trust Act, 1993). Presently, the service focus for each grade is: kindergarten – the elderly, 1st grade - immigrant families, 2nd grade – poverty in developing nations, 3rd grade – the environment, 4th grade – the Underground Railroad, and 5th grade – mentoring. As part of the Dr. King curriculum, the community service learning will be aligned with the Massachusetts Curriculum Frameworks for the academic disciplines, coordinated with the Dr. King values, and include readings integrated into the literature foundation of the Dr. King curriculum.

In addition, the school will provide students with instruction in technology, Spanish, music, PE and the arts.

The following charts for K through 3rd grade, and the attached charts for 4th and 5th grades, describe the skills, performance examples, and selected benchmarks in ELA and math at each grade level in MLK Charter School. The ELA content is a variety of genres including poetry, stories, fables, fairy tales, myths, factual stories, fiction and non-fiction books, biographies, speeches, plays and essays. The kindergarten math content includes numbers and number sense, fractions and decimals, money, computation, measurement, and geometry. The 1st grade curriculum adds patterns and classifications. The 5th grade content expands to include algebra, probability, and statistics. The charts describe the content, skills, and performance examples in science at each grade. For social studies, the chart lists by grade sample skills and performance examples, but does not separately list content because the Core Knowledge social studies sequence includes short units in a wide variety of content areas each year, returning in successive years to explore the content in greater depth.

⁵⁴ Wang, M.C., Haertel, G.D. & Walberg, H.J. (1997) *Learning Influences*, **Psychology and Educational Practice**.

⁵⁵ Wilson, D.B., Gottfredson, D.C. & Najaka, S.S. (2001) *School-based Prevention of Problem Behaviors: A Meta-analysis*. **Journal of Quantitative Criminology**.

⁵⁶ Zins, J.E., Weissberg, R.P., Wang, M.C., & Walberg, H.J. (2004) **Building Academic Success on Social and Emotional Learning: What Does the Research Say?**

English Language Arts	Sample skills	Performance Examples	Selected Benchmarks
K	Writing: print letters, express selves in writing. Reading: decoding sound symbols, knowledge of rhymes. Oral: discussion, recite poems, dictate story.	Recognize and write letters. Memorize and recite nursery rhymes.	Print name. Recognize entire alphabet. Consonant sounds.
1st grade	Writing: print words & sentences, learning capitalization, spelling, grammar, express selves. Reading: decoding sound symbols, silent reading, reading aloud. Oral: discussion, read aloud, recite poems.	Capitalize first word of sentence, names, and I. Punctuate end of sentence. Read words, sentences.	Compose and print sentence with capitalization and ending punctuation. Retell a simple story. Read a simple story aloud.
2nd grade	Writing: develop handwriting, paragraphs, spelling, grammar, express selves. Reading: vocabulary, decoding sound symbols, silent reading, reading aloud. Oral: discussion, read aloud, recite poems.	Discuss stories. Parts of speech. Syllables. Write complete sentences.	Print simple paragraph using correct spelling, punctuation, and capitalization. Fluency in oral reading using decoding skills.
3rd grade	Writing: develop handwriting, spelling, grammar, expand independent writing. Reading: silent reading, reading aloud, expand independent reading. Oral: discussion, read aloud, recite poems.	Recognize biography and autobiography, fiction, and non-fiction. Master verbs, nouns, adjectives, adverbs. Parentheses.	Write/print paragraph using correct spelling, punctuation, and capitalization. Subject – verb agreement, and verb tenses. Read variety of genres silently and aloud with good comprehension.

Mathematics	Sample Skills	Performance Examples	Selected Benchmarks
K	Sort by shape & size. Ordinal position. Count backwards. Count by 2s, 5s. Add, subtract to 10. Heavier. Identify ruler, scale.	Recognize numbers 1-31. $\frac{1}{2}$ is 2 equal parts. Left, right hand. Basic plane figures. Identify thermometer. More, less time.	Tell time by hour. Recognize one-half and a whole. Identify coins. Understand concepts of addition and subtraction.
1st grade	Does not belong. Count to 100. $\frac{1}{2}$, $\frac{1}{4}$. Inches, pounds, quarts. Shapes of objects. Add/subtract to 12. Add/subtract 3 figures.	Explain place value. Identify simple fractions. Relative value of money. Symbols of money.	Count by 10s from a given single digit. Identify dozen, half dozen. 2 digit addition and subtraction without regrouping. Writing addition/subtraction problems vertically & horizontally.
2nd grade	Count to 1000. Ordinal positions to 20. Fractions to $\frac{1}{10}$. Basic word problems. Introduction to multiplication. Measure perimeter.	Writing amounts of money. Add/subtract to 18. Identify horizontal. Name lines (AB). Round to nearest 10.	2 & 3 digit addition/subtraction with regrouping. Understand place value. Tell time – 5 – minute intervals. Measure & draw line segments in inches & centimeters.
3rd grade	Count by 2s, 3s, 5s, & 10s. Even/odd. Bar/line graphs. Equivalent fractions. Make change. A.M./P.M. Time elapsed. Metric system.	Read 6 digit numbers. Numerator/denominator. Estimate sums and differences. Parallel. Identify polygons.	Identify Roman numerals I-XX. Master basic multiplication facts to 10×10 . Know meaning of dividend, divisor & quotient. Multiply 2 whole numbers with and without regrouping. Divide 2 & 3 digit dividend by 1 digit divisor.

Science	Content	Sample skills	Performance examples
K	Plants & Plant Growth. Animals & their Needs. The Human Body. Intro to Magnetism. Seasons & Weather. Taking Care of the Earth. Science Biographies.	How plants grow. Common characteristics of animals. Taking care of body. Observation & description of weather. Conservation, pollution. Habitats.	What plants need to grow. Most animal babies need to be cared for. Exercise, cleanliness, healthy foods, rest. Practical ways of conserving.
1st grade	Living Things and their Environments. The Human Body. Matter. Properties of Matter – Measurement. Intro to Electricity. Astronomy: Intro to Solar System. The Earth. Science Bios.	Body systems, disease. Describe & classify objects. Simple electric circuits.	Vaccinations. Color, shape, size. Understand assembling and disassembling flashlight.
2nd grade	Seasonal Cycles. Life Cycles. Weather. Insects. The Human Body. Magnetism. Tools & Simple Machines. Science Bios.	4 seasons of year. Water cycle. Characteristics of insects. Explore & observe magnetism.	Sowing, sprouting, sap flowing, mating, hatching. Evaporation, condensation, humidity. 6 legs, 3 part body (insect).
3rd grade	Classification of Animals. The Human Body. Simple optics. Sound. Ecology. Astronomy. Science bios.	How eye works. Experiment & observe light. Food chain. Man-made threats to environment. The universe.	Mirror. Producers, consumers, decomposers. Our solar system. Big bang.

Social Studies	Sample skills	Performance examples
K	Maps. Globes.	Locate our country, state, city. Atlantic, Pacific. Continents.
1st grade	Ancient civilizations. Early American people. American religions. Locate N. American countries. Poles, hemispheres.	Where did humanity originate? Name symbols of Islam, Christianity, Judaism. Describe pilgrims. Mayans.
2nd grade	Geography of Asia, China, Japan. Immigration. American govt. Desert, coast, boundaries. Geography of US.	ID Asian countries & religions. Impact of westward expansion on Native Americans, buffalo, railroads. Slavery.
3rd grade	Ancient Rome. Geography of Mediterranean. Exploration of Americas. 13 colonies. Eskimos. Rivers of world. Distance on maps.	Explain decline of Roman empire. Pompeii. Locate Mediterranean Sea, Red Sea, Black Sea. Locate Native American tribes.

C. Assessment System

An assessment system defines how teachers and administrators will measure what students know and are able to do in order to determine whether each student has mastered the curricular content and skills.

Our system of assessment will include: 1) significant and deliberate learning objectives, 2) clear criteria for good student performance and 3) authentic tasks that embed the criteria. Students will self-assess according to the level of the understanding of the child.⁵⁷ We will use formative assessments – assessments that are given in the course of a unit of study (for example, homework and quizzes) to help teachers determine what additional instruction a child needs - to guide teachers' decisions about what to teach and how to teach it. We will also use summative assessments - assessments designed to evaluate what a child knows, such as projects and tests – at the end of units, or terms, in order to measure students' knowledge. Teachers will also utilize authentic assessment that directly examines student performance on worthy intellectual tasks because authentic assessment can be a more valid measure of educational effectiveness.⁵⁸ In these authentic tests, students will be asked to do a task that is realistic, complex and integrated as closely as possible with something the students would have to do in the world outside school.

Standardized assessment tools. We will administer standardized tests for the following six reasons: First, the tests will provide a baseline for measuring student achievement. Second, the tests will measure each student's annual growth. Third, we will analyze test results for information useful in individualizing teaching. Fourth, test results can

⁵⁷ Saphier, J. & Gower, R., *The Skillful Teacher*, *supra* at 460.

⁵⁸ Wiggins, G. (1993) *Assessing Student Performance: Exploring the Purpose and Limits of Testing*.

be compared to results of the Springfield public school system, Massachusetts, and the nation to hold our school accountable. Fifth, standardized assessment data will be considered in planning professional development in order to ensure that our teachers respond to the academic needs of our students. Sixth, after completing MLK Charter School, our students will need to demonstrate their abilities on standardized tests such as MCAS, SAT, and GRE, so we must ensure that our students learn to perform well on standardized tests.

Each fall the MLK Charter School will administer an age-appropriate externally-developed assessment, such as a phonemic awareness assessment for kindergartners, the Diagnostic Reading Assessment (DRA) for K-2 newly enrolled students, and Stanford 10 for 3rd-5th grade newly enrolled students. These assessments will provide the school with sound baseline data about students. We might also administer internally-created writing prompts and mathematics assessments to new students.

All students will take these externally-developed standardized tests each spring, and progress will be measured from one spring to the next. In addition, beginning in 3rd grade students will take the MCAS in compliance with Massachusetts law. The school will prepare written analysis of the results of these assessments, and the teachers will document that they have used the analysis of the assessments to accomplish the following:

1. Ensure proper placement of students.
2. Provide early remediation or enrichment for students whose skills and knowledge diverge from that of most classmates.
3. Modify the curriculum to focus on the educational needs of the class.
4. Measure annual student progress.

The school will assess and reassess English language speaking and listening proficiency by administering the Massachusetts English Language Assessment - Oral (MELA-O). We will administer the Massachusetts English Proficiency Assessment (MEPA) to assess and reassess reading and writing.

We will only administer content-based standardized tests selectively, to pinpoint the particular academic needs of students whose academic progress is disappointingly slow. For example, these tests might identify phonological, sound/symbol, or classification problems in children having difficulty reading.

We will provide individual test results to teachers and parents as part of the on-going assessment of children. We will report cumulative test results to DOE and make them available to the public as part of our accountability process.

Internally-developed assessment instruments. At the beginning of the school year, each student will take a two-part internal assessment test. The first part will test the student's mastery of the literacy and math skills which our school expects students to have prior to entering the particular grade. The second part will be a test based on the skills and content that we expect the student to learn during the upcoming school year as detailed in the comprehensive curriculum map for the year. The school will prepare written analysis of the results of these assessments and the teachers will document that they have used the analysis of the assessments as described above.

At the end of the school year, students will take internal comprehensive tests to assess mastery of the skills and content upon which the daily curriculum plan was based. This test will be similar to the second part of the test given at the beginning of the school year. This test will be used to assess the performance of each student. The test will also be used in assessing the success of the educational program. Teachers of the next grade will use the test results in creating the instructional program for the following year.

Throughout the school year, teachers will assess whether students are mastering the curriculum goals/benchmarks, and the related learning standards for the grade. For on-going assessment of learning, the teachers will use in-class assignments, quizzes, tests, homework, service learning, projects, oral presentations, written reports, and portfolios as appropriate. The teachers will use a wide variety of internal assessment mechanisms to allow all children to demonstrate what they have learned across their range of learning styles. This allows teachers to pinpoint academic strengths and deficits, while modifying curriculum and teaching style to the needs of the individual student. Teachers will respond to deficiencies by reinforcing the curriculum for the class as a whole or providing remediation for students who are not keeping up with their peers. Throughout the school year, teachers will conduct ongoing

assessment of language arts and math by using in-class assignments to confirm that students are retaining skills and content. The MLK Charter School believes that assessment, followed by any necessary adjustments in the teaching process, then followed by reassessment is the key to successful teaching, teaching that catalyzes student learning.

At MLK Charter School we intend to actively include parents in our work to teach, understand and ultimately assess our students. Some of the arenas parents might document include the following: completion of homework, reading at home, and contributing to the family, such as undertaking chores. In addition, parents will share information about their child's willingness to respect boundaries – such as limited television and designated bedtimes.

Students, from the youngest ages, will be engaged in assessing their own progress in these areas (participation, responsibility, respecting boundaries, etc.) – learning to establish and meet their own high standards of citizenship and community participation. These assessments will occur in different ways over the course of the elementary career; in the early grades, before students can read and write, they might have a conversation with a community center staff member that will be recorded, so that in future years students can listen to themselves and reflect on their own development. In later years, students may write short reports on their progress, or perform a presentation discussing their growth, as well as the areas they hope to work on.

D. School Characteristics

_ Describe the school calendar (including the number of days school will be in session), the daily hours of operation, and the way the school will be organized for instruction, independent study, and extra or co-curricular activities, if any. Please be specific.

School Year. MLK Charter School will serve children K-5th grade, in three self-contained classes per grade. School will be in session 190 days per year. Annually teachers will prepare eight written assessments of each student - four informal progress reports and four report cards. Parents will have three conferences per year to assess and review student progress. Frequent assessment and communication with parents will ensure ongoing attention to each student's achievement with appropriate modification of the student's individualized instruction.

School Day. The student's day at MLK Charter School begins at 8:15 AM and ends at 4:00 PM. The heart of the day is a total of 155 minutes of English language arts and 75 minutes of mathematics, but students will also spend considerable time learning science, social studies, and a range of activities such as computers, Spanish, fitness, music, and the arts. Below is a typical schedule for a student at the MLK Charter School.

1st Grade Daily Calendar, Monday-Thursday

8:15-8:35	8:35-10:55	10:55-11:05	11:05-12:05	12:05-12:40	12:45-1:30	1:30-2:40	2:40-3:00	3:00-3:30	3:30-4:00
MLK curriculum/ character dev.	English language arts including ELL	Snack	Math	Lunch	Science/ Social studies	Spanish/Art/ Computer/Music /PE	Snack/ Recess	ELA & math consolidation	Special studies/ ELL/Computer

The Dr. King curriculum. Children begin the school day immersed in the Martin Luther King, Jr. curriculum (described above). The Dr. King curriculum is literature and community-service-learning based. The curriculum will focus on character development, academics aligned with the Massachusetts Curriculum Frameworks, and sustaining the school culture. Each morning students will use the Dr. King curriculum as a vehicle to acclimate to school and the seriousness of their purpose in an uplifting and caring environment.

Consolidation. Each afternoon, students devote 30 minutes to consolidating the day's learning in ELA and math by practicing, reviewing and reconsidering the skills taught during the 140 minutes of ELA and 60 minutes of math earlier in the day.

Special studies. The last 30 minutes of the day is called special studies. Students will receive needed special help in areas such as ESL, ELA and math, and special education therapies from outside contractors. Although teachers will differentiate the instruction for students' varying needs, some students will need additional instruction. Special studies will provide these students a "re-teaching loop" with additional explanation, different examples or different

perceptual modes.⁵⁹ Students who are not otherwise engaged will develop computer skills, often using programs supplementing ELA, math, and Spanish instruction.

Tutoring. Tutors, most of whom are retired teachers, will work with students, particularly students who are struggling academically.

MLK Community Center. MLK Community Center, in its role as partner of the school, will adopt the Dr. King curriculum and the school's high expectations for academic performance. MLK Community Center will operate before-school and after-school programs at the school for children who enroll in the programs. The community center will host four all-school celebrations annually. Through these programs and other cooperation detailed in the written partnership description, MLK Community Center will reinforce the Dr. King curriculum values and support the children and their parents as they succeed academically and develop their character.

Community assembly and community service learning. Every other Friday afternoon, there will be a school-wide community assembly from 2:30 to 3:30. Here the MLK Charter School of Excellence community will have the opportunity to celebrate its values. Students will read their own poems, share music, present drama, receive recognition for their accomplishments, and host presenters from the larger community. On the alternate Fridays, the school will devote 2:30 to 3:30 to community service learning. School will end at 3:30 on Fridays allowing the adults in the MLK Charter School community to meet and/or relax together for one hour.

Faculty block. While the children are learning Spanish, computer, the arts, music, and physical education, the MLK Charter School teachers and the DIC will use the 70-minute block to design curriculum and assess student progress, identifying the learning style and knowledge gaps of each student, mapping curriculum and planning differentiated instruction. Teachers will work individually and with colleagues who teach the same grade, also consulting with the teachers of the adjacent grade as they determine the school's scope and sequence. The DIC will ensure that teachers use cognitive coaching skills to help each other analyze data about classroom events.⁶⁰ "The best staff development creates an environment that treats teachers as thinking, reflective, and responsible professionals."⁶¹ This type of collegiality will encourage self-study, learning new theories, and sharing best practices.

-For illustrative purposes, please summarize a typical day from the perspective of a student in a grade level of your choice.

First grader Anna, arriving at 8:15, begins the day with the Dr. King curriculum. Today she hears Dr. King describe his dream. At 8:35, she begins English language arts already prepared to learn. She reads; she does phonics drills; she recites her dream and writes it. Anna has a snack and settles down to her math "do now" spending four minutes quickly reviewing math skills. The teacher states the "aim" of today's math hour drawn from the Massachusetts Curriculum Frameworks. After lunch, Anna focuses on science for 55 minutes. Today she works on a project using an African art form drawn from her class's service learning project with an immigrant family. After a snack and recess, the class then consolidates the day's math and ELA learning, reconsidering the skills learned earlier. A retired teacher works with Anna during special studies to master a challenging math concept. Then Anna is called to the office of the student services coordinator who notes in the book of honor that Anna picked up trash from the classroom floor. Anna remains at school to participate in the MLK Community Center after-school program. She runs up to her kindergarten teacher and shows the teacher the award that she just received. This day in the learning community has been full – full of committed, understanding adults; full of high expectations for achievement; full of the ideal of the beloved community; full of learning.

-Describe the culture or ethos that will be developed in the school and your plans to create or implement this culture/ethos.

In line with our mission, the culture of Martin Luther King, Jr. Charter School of Excellence will celebrate scholarship, cultivate civic participation, and aspire to the ideal of the beloved community. Dr. King's dream of a society in which opportunity flows to children based on the quality of their character, not the color of their skin, is the philosophical underpinning of our school culture. The children and adults in our school will strive for and prize learning, work responsibly as citizens of Springfield, Massachusetts, and the United States, and aspire to the vision of community among all races, nationalities, and religions.

⁵⁹ Saphier, J. & Gower, R. **The Skillful Teacher**, *supra*.

⁶⁰ *Ibid.*

⁶¹ Wildman, T. & Niles, J. (1987) *Reflective Teachers: Tensions between Abstractions and Realities*, **Journal of Teacher Education**.

A culture of scholarship.

"In the schools more Negro students are demanding courses that lead to college and beyond, refusing to settle for the crude vocational training that limited so many of them in the past." –Martin Luther King, Jr.⁶²

We believe that our students will succeed, and that belief is a key to the students' success. During the first week of school, all students will meet with the student services coordinator – to be written into the book of honor and receive a teacher-initiated award. Throughout September, administrators will meet with classes and individual students as frequently as possible– each time bestowing a genuine award. The students will understand that the administrators and teachers support them and appreciate their efforts and accomplishments. They will be set on a course of belief in oneself that "lead[s] to college and beyond."

Our classrooms will be filled with students exploring ideas and developing skills. These students are building a foundation of knowledge and analytic capability that will lead to future success in school. Fifth graders are revising their expository essays. 1st graders are explaining the operation of flashlights as they disassemble them. The walls of the school will be covered with examples of student work – stories dictated by kindergarteners, 3rd graders' computer-generated bar graphs, 4th graders' representations of the world's highest mountains. One might see a parent reading to a small group of students in the hallway, a retired teacher working individually with a student, or a group of community members giving a presentation to a class.

After lunch in a classroom without students, a group of teachers are earnestly working together discussing a student who is struggling to master reading aloud. The teachers are remarking on the student's potential, identifying the child's learning style, and suggesting a variety of teaching approaches that might enable the student to learn more effectively. During the late afternoon "Consolidation" time, children in each classroom are reviewing and practicing what they learned that morning. In a Friday afternoon assembly, students present their work to their peers. Students from one class read poems that they composed. Another class performs an historical dramatization. Everyone is celebrating – celebrating learning.

The conversations of students, teachers, everyone who comes to the school, exhibit an eagerness to succeed in the academic arena and confidence that they are living our mission. Authors and researchers are reporting that new curricula and new tougher standards are not enough. "First, without a doubt, the indispensable characteristic of successful teachers in low-income-area schools is a positive attitude. It is not enough for a teacher to use the right words. The critical question is, what implicit and explicit messages are students getting from the teacher about their ability to learn?"⁶³

An ethos of engaged citizenship.

"Education without social action is a one-sided value because it has no true power potential." –Martin Luther King, Jr.⁶⁴

Arriving at MLK Charter School at 8:30 AM, one finds teachers and students engaged, discussing, sharing, encouraging. One class explores how the theme of individual responsibility is portrayed in books that they are reading. Another discusses how life in Springfield differs from life in Somalia for an immigrant family they are working with. A third considers a strategy for convincing the City and a homeowner to agree to place a plaque on a house that was part of the Underground Railroad. Even the kindergarten students are talking about their responsibilities within families and at school.

In the executive director's office, one sees Martin Luther King, Jr. posters and quotations inspiring brotherhood, sisterhood, leadership, and the quest for social justice. The message permeates the school: dedicate oneself to improving life for all people.

⁶² King, M.L. Jr., **Where Do We Go From Here: Chaos or Community?** *supra* at 11.

⁶³ Frick, R. (1987) *Academic Redshirting Two Years Later: The Lessons Learned*. **Education Week**.

⁶⁴ King, M.L. Jr., **Where Do We Go From Here: Chaos or Community?** *supra* at 182-183.

All members of the community identify their own civic participation and that of others. Each assumes responsibility for learning, and for encouraging and helping others to learn. Students contribute – to their families by helping at home and respecting others, and to their community through the community service learning.

An ideal of the beloved community.

"[O]ur ultimate goal is integration, which is genuine inter-group and inter-personal living. Only through nonviolence can this goal be attained, for the aftermath of nonviolence is reconciliation and the creation of the beloved community." – Martin Luther King, Jr.⁶⁵

Monday morning at 8:15 the entire school community is present. Dora Robinson, executive director of the MLK Community Center and trustee of the school, speaks with the children, motivates them to learn, shares her belief in the Dr. King values, and inspires them with the promise of their futures. Members of the MLK Charter School community share the dreams of the community in which the school is situated. We share the dream – the dream of nonviolent surroundings, the dream of equality, the dream of brotherhood, sisterhood, cooperation, and peace.

In the halls of MLK Charter School, children and adults acknowledge each other with a friendly, positive greeting. In our school, visitors, students, their families, and school faculty focus on creating a powerful environment in which people feel understood, valued, and respected.

In our small school community, we are creating the beloved community to which we aspire. We appreciate the racial diversity, as well as the variety of ethnic backgrounds and religious beliefs, of our students and their families.

Parents' dynamic involvement in the formal education of their children – as they read with the children at school and home, cooperate with the community center's outreach, and honor academic achievement and acts of kindness – expands our school community. With the community of teachers, collaborating organizations and volunteers, and parents mentoring, encouraging and focusing the students, not only will learning be inevitable, but also we will enhance our dedication to Dr. King's beloved community.

E. Special Student Populations and Student Services

-Describe how the proposed school will identify, assess and serve students who are limited English proficient (LEP). Include a description of the full range of support services that will be available to LEP students.

Martin Luther King, Jr. devoted his life to integration and equal opportunity for all. MLK Charter School most appropriately will have a diverse student body.

Our education philosophy for all students, including LEP students, is the same – students learn most successfully when offered differentiated instruction responsive to their particular academic needs and learning styles. Such instruction arises out of ongoing formative assessment which, for LEP students, includes assessment of their English language status (done with the MELA-O and MEPA, identified in the assessment section, and teacher assessments and observation). In accordance with the English-immersion law, LEP students will be integrated into general education classes on a daily basis. The school will hire a certified English Language Learners (ELL) teacher, who will primarily work with students within their classroom, providing additional instruction during Special Studies if helpful, and pull-out services only if absolutely necessary.

-Describe how the proposed school will identify, assess and develop an IEP for each student in need of special education services.

Given the young age of our incoming students, we anticipate becoming concerned about possible disabilities interfering with learning in students not previously identified as disabled. Our instructional staff will notify the designated special education coordinator who will coordinate thorough evaluation of each student and creation of an IEP if appropriate. For each new student who has a previously identified disability, MLK Charter School special education staff will request that the parents and the previous school provide copies of documents including evaluations and IEPs. With input from the parents, we will determine whether to re-evaluate the student immediately. At the close of this process, a team, including special education staff, teachers, and outside specialists as needed, will meet with the parents/guardian to review the IEP.

⁶⁵ King, M.L. Jr., **Stride Toward Freedom**, *supra*.

-Describe how the school will comply with state and Federal special education requirements for serving students with disabilities. Describe the settings in which these requirements will be implemented, and the qualifications of the individuals delivering services.

At MLK Charter School, *all* students will achieve academic excellence, be responsible citizens, and appreciate the beloved community. Our learning goals are for *all* our children. We will continuously assess all students and meet their academic needs. Each student will benefit from early and intensive intervention to enable learning.

MLK Charter School will comply with state and federal special education laws and regulations.

Providing services. MLK Charter School will facilitate each student's achievement of our learning goals by providing instruction, equipment and other supplementary aides, as well as the services of outside specialists such as speech or physical therapists, if called for in the IEP. Consistent with our goals of excellent academics, civic participation, and community, we will integrate disabled students into the classroom to the maximum extent possible. In addition, our special education staff will maintain a resource room with the capability to coordinate and provide in-class support, out-of-class services, per diem specialty services, supplementary aides (such as tape recorders, books on tape, and large print books), and professional development for classroom teachers and aides.

Special education staffing. Prior to opening MLK Charter School, we will hire two full-time, certified special education teachers, one with expertise in teaching reading and the other with expertise in computer-assisted learning. These teachers will participate with the classroom teachers and the DIC in training during the summer, 2005 so that all teachers competently and enthusiastically apply our approach to instruction, assessment, and community values. Our counselor, whether that person is a school psychologist or guidance counselor, will collaborate with the teachers including the special education teachers in meeting our students' needs for special services. Our coordinator of student services will be responsible for the administrative aspects of special education. As our school grows, we will continue to comply with the requirements of IEPs.

-Explain how the school plans to deliver nutritional program services to students. What meals and/or snacks will be served?

MLK Charter School's students will receive lunch and snacks during the school day to maintain their ability to concentrate on their studies. We expect to participate in the federal school lunch program, including free and reduced-price lunch, purchased from a food services management company. Criteria in choosing the company will include nutrition, federal dietary guidelines, past performance by the company, and competitive bidding. We will also provide nutritious snacks to the students as indicated in the daily school calendar (I.I.D.). The school and MLK Community Center will provide breakfast for all students. The community center will provide snacks to students participating in the after-school program.

III. How will the school demonstrate organizational viability?

A. Capacity

-Please attach the resumes of each founding group member and note if an individual is a proposed board member, proposed school leader, or proposed for any other positions.

-Please attach a statement of no more than one page from each founding group member that highlights his/her interest in the school and the knowledge and experience he/she would bring to the proposed position if the school is chartered. Indicate any potential conflicts of interest.

The program committee of the board of directors of the Martin Luther King, Jr. Community Center, pursuant to the community center's strategic plan, recommended that the community center sponsor an application for the Martin Luther King, Jr. Charter School of Excellence to partner with the community center and carry out the mission of academic excellence for inner city children. The program committee agreed to be the nucleus of a founding board and selected community center board president attorney Alan Katz to be lead founder. The founding group raised money to fully fund the design phase, application process, and pre-charter implementation steps.

The founders are a diverse group with strong ties to Springfield and skills that guarantee the viability MLK Charter School of Excellence. Founding group members share a passion for educating Springfield's children, an urgency to accomplish our mission, a deep appreciation of the vitality of Martin Luther King Jr.'s values, and respect for the character of the other founding group members and the MLK Community Center.

The founding board has been meeting monthly for more than one year. All founding board members live and/or work in Springfield. The board is responsible for governance and oversees the design of the school. All founders

serve on at least one of the founding group's five application-phase committees: education design team, student recruitment and community relations, MLK Community Center partnership, facility, and hiring.

The education design team of educators and founding board members meets once or twice a month and is developing the education plan. Additional experts, who are not designated as members of the founding group, frequently educate us about best practices and recent developments relating to specific programs such as literacy, mathematics, evaluation of special needs, English language learning, and community service learning. At each meeting, the education design team makes decisions to be incorporated in the education plan, critiques drafts of parts of the plan, and directs revision of the plan.

The student recruitment and community relations committee created a timeline that the founding board has approved. Pursuant to this timeline, the school has received completed Interested Student Forms for 51 students who are eligible to enroll for the 2005-2006 school year. The MLK Community Center partnership committee members revise drafts of the partnership description, incorporating input from the founding board and education design team. The facility committee has prepared initial education specifications, identified several potential facilities, and is working with the owners to redesign the space. The hiring committee of human resources professionals proposed a process for hiring the academic leader of the school. The founding board approved the process and the hiring committee is finalizing the details including preparation of job postings and interview forms.

Lan Katz is coordinating the planning of the school. Mr. Katz and Terez Waldoch are writing the application.

The resumes and statements of interest of the following founding group members are attachments:

- Lisa Beth Wilkins Baker is a Springfield attorney and mother with governance experience and legal skills including analysis, drafting, advocacy, and children's legal issues. (proposed board member)
- Robert Brown is a retired teacher, guidance counselor, and administrator, who most recently was principal of a Springfield elementary school. (proposed board member)
- Richard Denniston, founder and headmaster for 16 years of the Grammar School at Somersville, retired in July, 2004 after a long career in elementary education.
- Armando Feliciano, Director of Adult Education for Springfield, has experience in organization, management, and governance; and teaches strategic planning. (proposed board member)
- Brenda Frye, a retiree with organizational and administrative skills, is a mother and grandmother with many community and church contacts.
- Joseph Ganesin is a Springfield College social work professor and education consultant with experience as a school social worker and principal. (proposed board member)
- Anne Harrison, a former elementary school teacher and professor of education, is now vice president for academic affairs of Elms College.
- Beverly Holmes, a senior vice president managing a \$2.9 billion business for Massachusetts Mutual, has management, finance, development, and governance skills. (proposed board member)
- Jason Irizarry, a Springfield College education professor and parent, directs Project Spirit training inner city young adults as teachers to return to their communities. (proposed board member)
- Denise Jordan, a civil rights officer for the Massachusetts Executive Office of Health and Human Services, has fundraising and governance experience with nonprofits. (proposed board member)
- Alan Katz, senior partner in a Springfield law firm, has legal, business and management skills, as well as non-profit governance experience. (proposed school leader)
- Augustus Pesce is a psychology and education professor at American International College in Springfield, as well as being a former school superintendent. (proposed board member)
- Dora Robinson, executive director of MLK Community Center, has management, finance, governance, organizing, and education skills, and extensive contacts in Springfield. (proposed board member)
- Myra D. Smith is assistant vice president for human resources at Springfield Technical Community College, where she formerly served as associate director of admissions. (proposed board member)
- Marie Stebbins, who is active in fundraising and governance for charitable and community organizations, has access to Springfield's business and finance leaders. (proposed board member)
- Hector Toledo is a vice president and branch manager for Fleet Bank who has board experience with the United Way and other organizations. (proposed board member)

- Terez Waldoch retired in July, 2004 after 34 years as an elementary school teacher and administrator, most recently as principal of an elementary school.
- Sherril Willis is an elementary school teacher who currently works as a 1st grade Reading Recovery teacher.

1. Governance Structure

-Present an organizational chart and narrative.

The board of trustees will hold the charter for the Martin Luther King, Jr. Charter School of Excellence. The board of trustees will have the legal, fiscal, and moral responsibility for the school. The board officers will be the chair, vice chair, treasurer, and secretary. The board will have active permanent and ad hoc committees including executive, finance, governance, funds development, and human resources. Board membership will initially be 11-15 people building to a larger board of 15-21 as the school expands its fundraising and possibly constructs a facility.

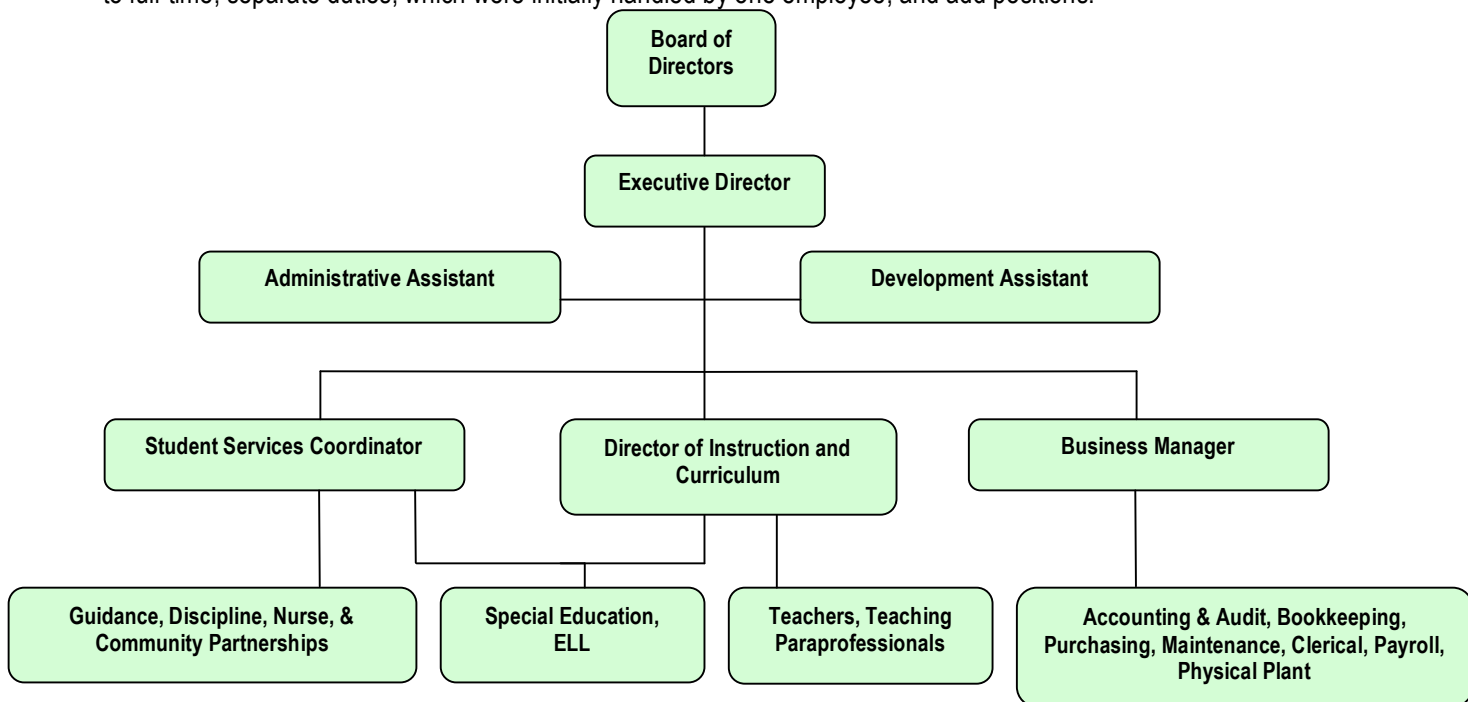
Our board members have governance and board leadership experience. The board will:

1. Review and approve the annual budget, fundraise, and secure the school's financial well being.
2. Secure compliance with all legal requirements including conformity to the charter.
3. Provide the vision, overall policy and strategic plan, and review the school's progress.
4. Hire, advise, support, evaluate, and hold accountable the school's executive director (ED).
5. Represent the school to the public.
6. Recruit board members with ties to Springfield who are passionate about the mission, have skills which strengthen the board, and whose participation will perpetuate our diverse, dedicated, board.

The ED will have overall management responsibility, and report to and serve at the pleasure of the board. All other employees, through chains of supervision, will report to and serve at the pleasure of the ED.

The director of instruction and curriculum (DIC), business manager, and student services coordinator (SSC) report to the ED. A development assistant and administrative assistant also report to the ED. The DIC will devote fulltime to student achievement, curriculum and instruction – mentoring and supervising teachers. The SSC with the ED will oversee the administration of special education and ELL, guidance including honoring and disciplining students, partnerships, and parents. The business manager's responsibilities are the facility, financial operations, purchasing, accounting and audit, equipment, payroll, and clerical staff.

The following chart represents our first-year organizational structure. As we grow, we will expand part-time positions to full-time, separate duties, which were initially handled by one employee, and add positions.



*If you are filing the application in conjunction with a college, university, museum, educational institution, another not-for-profit entity, or any other partner please provide the information below.

Name of the organization;

(b) Name of the contact person at the organization with mailing address, facsimile number, and email address;

© A description of the nature and purpose of the school's partnerships with the organization; and

(d) How the organization will be involved in the governance of the school.

Partner information:

- (a) Martin Luther King, Jr. Community Center;
- (b) Dora Robinson, executive director, 106 Wilbraham Rd., Springfield, MA 01109, facsimile (413)746-5676, drobinson.mlkcc@verizon.net;
- (c) MLK Community Center shares the school's mission. MLK Community Center will provide before-school and after-school programs at the school and host the students for events celebrating their accomplishments and reinforcing the Dr. King curriculum. The center, and its cooperating organizations, will provide youth development and social services to students and their families. The center will coordinate with the school to facilitate parent involvement in their children's education. A memorandum of understanding will define the partnership, focus on improving academic achievement, and provide a process for evaluating and modifying the partnership.
- (d) MLK Community Center will not be involved in governance of the school. Dora Robinson and one community center board member will be members of the school's board of trustees.

LIST OF ATTACHMENTS

1. Denise Renee Jordan resume and statement of interest (pg. 28)
2. Robert Brown, Jr. resume and statement of interest (pg. 32)
3. Armando Feliciano curriculum vitae and statement of interest (pg. 34)
4. Dora D. Robinson resume and statement of interest (pg. 39)
5. Beverly A. Holmes resume and personal statement (pg. 42)
6. Lisa B. Wilkins Baker, Esq. resume and statement of interest (pg. 45)
7. Alan M. Katz, Esq. resume and statement of interest (pg. 49)
8. Joseph R. Gianesin vitae and statement of interest (pg. 52)
9. Marie Stebbins biography and statement of interest (pg. 60)
10. Jason Irizarry resume and statement of interest (pg. 62)
11. Brenda Frye, M.Ed. resume and statement of interest (pg. 66)
12. August J. Pesce resume and statement of interest (pg. 68)
13. Myra D. Smith resume and statement of interest (pg. 72)
14. Hector F. Toledo resume and statement of interest (pg. 75)
15. Richard F. Denniston resume and statement of interest (pg. 77)
16. Anne Harrison resume and statement of interest (pg. 80)
17. Terez Waldoch resume and statement of interest (pg. 88)
18. Sherril Willis resume and statement of interest (pg. 92)
19. 4th and 5th Grade Curriculum Samples (pg. 95)

Denise Renee Jordan
11 Ingersoll Grove
Springfield, Massachusetts 01109
(413) 746-6196

STRENGTHS

- ☐ 14+ years of Human Resource experience
- ☐ Management and supervisory skills
- ☐ Trainer
- ☐ Recruitment and Labor Relations
- ☐ Diversity and Affirmative Action
- ☐ Experience in multiple branch and regional offices

WORK EXPERIENCE

Executive Office of Health and Human Services

600 Washington Street

Boston, MA 02118

Human Resources Department

- ☐ 2003 to Present -Civil Rights Officer

Department of Mental Retardation

500 Harrison Avenue

Boston, MA 02128

Affirmative Action Department

- ☐ 1999 to 2003 - Assistant Civil Rights Officer
- ☐ 1990 to Present - Sexual Harassment Officer

Worker's Compensation Unit

- ☐ 1989 to 1999 - Workers' Compensation Manager
- ☐ 1996 to 1999 - Safety Coordinator

Massachusetts Water Resources Authority

100 First Avenue

Boston, MA 02129

Affirmative Action and Compliance Unit

- ☐ 1987 to 1989 -Personnel Compliance Monitor

AFFIRMATIVE ACTION

- Coordinated regional Affirmative Action, Minority Business Enterprise and Workplace Diversity Plans.
- ☐ Oversaw the compliance of the Federal American Disabilities Act.
- ☐ Developed partnerships with agencies and organizations servicing diverse populations.
- ☐ Provided assistance to staff on issues related to Civil Rights.
- ☐ Advised the Urban Youth Collaborative Peer Leaders Council.

- □ Agency's liaison at statewide AA/EEO coordinator meetings.
- □ Implemented new Commonwealth initiatives/policies as directed by the Governor.
- □ Monitored all hiring, terminations, promotions, disciplinary and workforce reduction initiatives.
- □ Reviewed Minority/Women Business Enterprise (M/WBE) budget.
- □ Coordinated the Department's efforts in the prevention of discrimination and sexual harassment.
- Held job fairs for Minority and Women Businesses interested in doing business with state agencies.

DIVERSITY

- □ Coordinated statewide Diversity Committee meetings.
- □ Generated Workforce Analysis reports for the department.
- □ Generated Diversity Conference Planning Committee.
- □ Created a Mentoring Program pilot designed as a retention tool for protected class members.

TRAINING

- Trained management and staff on the prevention of workplace discrimination and sexual harassment.
- □ Statewide diversity trainer.
- □ Provided "Train the Trainers" training sessions for diversity workshops.
- □ Conducted quarterly trainings in Worker's Compensation.
- □ Developed sexual harassment training curriculum.

RECRUITMENT

- □ Part of the Department of Mental Retardation's diversity implementation team.
- □ Worked closely with HR in the recruitment and protected class members.
- □ Partnered with community agencies and organizations to recruit diverse applicants.
- Assisted agency diversity initiatives by providing outreach to protected class members and organizations
- Recruited minority and women-owned businesses (M/WBE) to conduct business with the Commonwealth
- □ Improved exit interview form designed to be used as a recruitment/retention tool.

LABOR RELATIONS

- □ **Acted as agency liaison during collective bargaining negotiations and decisions.**
- □ Conducted conflict resolution hearings.
- □ Works with Union representatives on various HR/Labor issues.
- □ Handled complaints, reviewing hiring and reduction in workforce of over 4000.
- □ Helped create DMR's Workplace Violence policy and procedures.

WORKERS' COMPENSATION

- □ Senior investigator for Worker's Compensation cases.
- □ Regional manager for three facilities with 985 employees.
- □ Chaired of the Employee Safety & Wellness Committee.
- □ **Negotiated lump sum settlements resulting in over \$1 million in revenue savings.**

EDUCATION

- □ 1988 Bachelor of Science Lincoln University – Oxford, Pennsylvania

- 1999 Major in Political Science/Public Affairs
Master of Science American International College, Springfield, Massachusetts
Major in Human Resource Development

CERTIFICATIONS

- 2002 Certified Diversity Trainer – Commonwealth of Massachusetts
- 2001 Diversity Training of Trainers – National Multicultural Institute, Washington, DC
- 1990 Sexual Harassment Trainer – Commonwealth of Massachusetts

ASSOCIATIONS

- 2003 to Present Founding Member, Martin Luther King Jr, Charter School for Excellence
- 2001 to Present Kids Day, Planning Committee
- 2001 to Present Board of Directors, FutureWorks, Clerk
- 1997 to Present
Chairwoman, City of Springfield-Election Commission
- 1992 to Present President, Board of Directors- Academic Athletic Arts Achievement Association
- 1997 to 2001 Urban League Guild, Second Vice President
- 1999 to 2000
Collegiate Advisor, Delta Sigma Theta Sorority Incorporated University of Massachusetts-Amherst
- 1997 to 2000 American Cancer Society Chair, Day of Health and Beauty
- 1995 to 2000 Board of Directors, Martin Luther King, Jr. Community Center
- 1989 to 1992 Commissioner, City of Springfield- Arts Lottery Council

References available upon request

STATEMENT OF INTEREST

To Whom It May Concern:

Please accept this letter of interest regarding my application for membership on the Founding Board for The Martin Luther King, Jr. Charter School of Excellence.

Having served as a past board member of the Martin Luther King, Jr. Community Center (MLKCC) and being an avid volunteer for over 12 years, I am very familiar with the vision that the MLKCC has in educating and empowering our children with leadership qualities and values.

As the President of the Academic, Athletic Arts Achievement Association, affectionately known as 5A Football, I have made a commitment to the 240 children we serve yearly to ensure that they receive academic assistance as well as athletic training. We run a year round tutorial program designed to meet the academic needs of our children and to illustrate to them that education is priority one! This philosophy comes from my being a "product" of the MLKCC as a youth. From my experience as a youth at MLKCC, I learned to give back what I received from my MLKCC family.

As a prospective member, I bring to the table over 15 years of volunteerism on behalf of children. As outlined in my resume, you will see my commitment to organizations that serve youth. I look forward to the opportunity to work again on behalf of the Martin Luther King, Jr. Community Center. Because the MLK Academy was chartered during my past board tenure, I have first hand knowledge of the Founders' dedication and commitment to educating and providing role models for our children.

I look forward to serving as a Founding Member of the Martin Luther King, Jr. Charter School of Excellence. Should you need any additional information or would like to meet with me regarding my application, please feel free to contact me at (413) 731-7742 ext. 362 or (413) 746-6196.

Sincerely,

Denise R. Jordan

ROBERT BROWN, JR.
620 Roosevelt Avenue
Springfield, MA 01119

EDUCATION

- 1957-1961 **Bachelor of Science**
Benedict College
Columbia, South Carolina
- 1974 **Masters of Education**
American International College
Springfield, Massachusetts
- 1985 **Certificate of Advanced Graduate Studies**
American International College
Springfield, Massachusetts

WORK EXPERIENCE

- 1988 – 2000 **Principal:** Homer Street School (retired)
- 1986 – 1987 **Acting Principal:** Mary Walsh School
- 1985 – 1986 Evaluation Team Leader
- 1980 – 1985 Sumner Avenue School: Special Education
- 1979 – 1980 **Acting Assistant Principal:** New North Community School
- 1971 – 1975 Springfield Public Schools: Special Education
- 1970 – 1971 **Biology Teacher:** Hartford High School
- 1967 – 1970 Indianapolis Public Schools: Grade 5 and special education
- 1963 – 1967 United States Air Force
- 1962 – 1963 Municipal Hospital

STATEMENT OF INTEREST

To Whom It May Concern:

The concept of a Martin Luther King, Jr. Charter School for this community has my full support. I have been an educator all of my professional working years. My career has included teaching elementary, special education, high school and elementary school administration.

I am deeply concerned about the achievement of all children but find it troubling that the achievement gap between children of color and other children continues to close too slowly. It is my feeling that a charter school as being designed by the Martin Luther King, Jr. Community Center can address this severe need as well as the other needs that face our children.

It is my hope that this school will create a loving, caring, nurturing, orderly and safe environment where the students will develop all of their potentials to the fullest.

Furthermore, my desire is that the selected staff will jointly support and develop the academic, emotional and social development of all students.

Sincerely,

Robert Brown, Jr.

ARMANDO FELICIANO
PO Box 3337
Springfield, MA 01101-3337
(413) 736-2667 or (413) 222-7558
Mando755@aol.com

CURRICULUM VITAE

PERSONAL STATEMENT I am a very active member of the greater Springfield, Massachusetts Metropolitan Area. My involvement in this community stretches across a diversity of organizations, businesses, churches, educational institutions, community-based organizations, labor unions, government and private groups. I am providing this summary of my experiences to demonstrate my qualifications and abilities to develop implement and apply various strengths to a growth-oriented institution.

EDUCATION: **SPRINGFIELD COLLEGE SCHOOL OF HUMAN SERVICES,**
Springfield, MA .Degree Conferred: **Master of Science** – May 2000
(Human Service Administration) Course Curriculum: External &
Internalized Oppression

The Political History of the Struggle for Humane
Human Services,
Human Nature, Human Development & Human
Assessment
Systems, Communities, Organizations and Groups
Strategic Planning and Organizational Development
Fiscal Management and Program Evaluation

SPRINGFIELD COLLEGE SCHOOL OF HUMAN SERVICES,
Springfield, MA

Degree Conferred: **Baccalaureate of Science** – December 1998
(Human Services)

Course Curriculum: Education, Oppression & Social Intervention
Political Economy and Human Services
Social Movements, Change and Alternative Visions
Issues In Research, Data Systems for Human Services
Human Services and Personal Development
Community Development and Change

Communication Skills I, II – Education, Work and

Social Welfare, Critical Thinking, Ecology, and Human Sexuality Exploring

Women's Issues - Race, Religion and Culture

MASSACHUSETTS HOUSING FINANCE AGENCY, Boston, MA

Degree Conferred: **Minority Property Management Training**
Certification July 1988

Course Curriculum: Knowledge of Budgets and Finance
Purchasing, Preventive Maintenance
Housing Law, Legal Documentation

Marketing and Time Management
Sensitivity Training – Ethnic, Racial and Cultural
Diversity

**NATIONAL HOUSING AND URBAN DEVELOPMENT
ASSOCIATION, Boston, MA**

Degree Conferred: **HUD Occupancy Requirement Certification**
September 1988

Course Curriculum: Understanding Subsidy
Policy Management
Service Control in Single and Multifamily Housing
Property Quality Assessment

EXPERIENCES:

MANAGEMENT: Complete overall Direction of operations at Puerto Rican Cultural Center,. Foster an atmosphere that encourages cooperation between staff. Prepared departmental revenue and budgets. Direct supervision of eighty employees. Direct on site Property manager for two hundred fifty-(250) unit mixed income apartment complex with thirty (30) office and maintenance staff. Quality assurance manager with inspection crew. Owned and operated successful business with twenty (20) personnel. Responsible for developing and maintaining yearly budgets. Assuring all reports and financial are completed in timely manner. Interacting and interfacing with outside vendors, clients, customers and executives of other organizations. Conducting employee evaluations. Addressing line items on budgets. Preparing and implementing all policies in accordance with State and Federal guidelines. Responsible for developing partnerships with elected official in Hampden, Franklin, Hampshire and Berkshire counties for the U.S. census 2000. Including developing relationships with various stakeholders in the community.

RECRUITMENT: Pre-screening and assessment of qualified candidates or participants for training or educational programs, substance and domestic abuse agencies. Out reach in inner-city neighborhood for adult and teen programs. Establishing network outlets with key personnel at various agencies throughout area for the purpose of recruitment and referral. Designing and writing flyers or articles for distribution to media or agencies to reach targeted recipients. Planning and implementing programs for staff to carry out recruitment goals. Organizing a concerted effort to recruit members of various ethnic groups for employment at the census bureau.

HUMAN SERVICES: Assess client progress and effectiveness of treatment plans. Involve family members in supportive therapeutic activities. Make referrals to social service organizations as appropriate. Provided one-on-one counseling to individual members of family. Served as crisis intervention counselor. Provided outreach clinical services to substance abuse patients. Diagnostic evaluation and treatment of children, adolescents, adults and families, and investigation of care and protection petitions within multidisciplinary teams. Develop rapport and relationships of trust; facilitate clear communications. Assess personal information to diagnose problems and devise effective treatment strategies. Maintain knowledge of new developments in the field and applications to personal practice. Directed open discussion groups for substance abuse participants at Boston City Hospital.

ORGANIZING: As Activities Director completely responsible for organizing and producing the Puerto Rican Cultural festival, one of the biggest festival in the city of Springfield, with over 55,000 people attending over three day period. Recruiting, assigning and mobilizing volunteers. Obtaining major sponsors booth public and private. Organizing Mother's Day, Three Kings Day celebrations and annual dinners. Obtaining keynote speakers from public and private corporations. Forming and chairing various committees. Writing and producing proposals for obtaining funds. Negotiating with vendors, sponsors, contributors, entertainers and suppliers for needed functions. Creating and sustaining various memberships and maintaining records for dues. Working with politicians and candidates for public appearances. Grant writing with budget narratives and monthly budget reporting. Organizing activities with elected official and key stakeholders to promote awareness and response rate for the Census 2000.

EDUCATION: Complete overall administration of Adult Basic Education Program for the Springfield Public Schools including alternative high school program. Chief Examiner and direction of the General Equivalency Diploma testing facility. Administered GED - Program for at risk youth. Included in responsibilities was developing, designing, program planning and overall supervision of staff. Facilitated weekly class plans with focus on developed curriculum, preparing assignments to meet both individual and group needs for learning. Developing individual student plans. Testing and evaluating student progress and maintaining reporting mechanism for students files. Instrumental in community planning phase of adult learners in Western Massachusetts.

Adjunct Professor at Springfield College Human Services Graduate School for Strategic Planning Course. Designing course work and developing syllabus for course. Developing and formalizing community partnerships for student requirement of internship time. Correcting and grading college level research papers.

TECHNICAL: General and comprehensive understanding of most computers and software Including: Windows, Word, WordPerfect, Lotus, Excel, Quick books. Quality assurance and Quality control concepts.

PROFESSIONAL DEVELOPMENT

Justice of the Peace	Notary Public	Real Estate License
Child Development	Computer Literacy	Database Management
Theory and Practice	Philosophy and Religion	Math Inquiry
Confronted by Violence	Fitness / Wellness	Group Techniques
Substance Abuse Counseling	Politics of Psychotherapy	Implications of Social Change
Ethics and Law	Stress Time Management	Theories of Counseling
Grant and Technical Writing	Industrial Quality Assurance	Program Development

WORK HISTORY

SPRINGFIELD PUBLIC SCHOOLS – Director of Adult Education and Community Program/GED Chief Examiner

US CENSUS BUREAU – DEPARTMENT OF COMMERCE: Partnership Specialist

SPRINGFIELD COLLEGE – Adjunct professor, Springfield College Graduate School of Human Services, Strategic Planning Course

PUERTO RICAN CULTURAL CENTER: Director of Operation, Director of Education, Director of Activities, Cultural Coordinator, Economic Development, Welfare to Work Coordinator and Instructor of Various Curricula
Springfield, MA February 1997- July 1999

PUERTO RICO BAKERY: Owner/Operator Springfield, MA. January 1995- January, 1997

POSITRONIC CARIBE: Quality Assurance Manager/ Employee Relations Liaison
Ponce, PR January 1994- December 1994

BARCLAYS MANAGEMENT GROUP- LACASSE APARTMENTS: Property Manager Holyoke, MA. July 1988 - July 1989

UTC/ PRATT & WHITNEY: Quality Assurance Inspector East Hartford, CT.
November 1978 - January 1993

SPRINGFIELD ACTION COMMITTEE: Crisis Intervention Counselor Springfield, MA. 1980

YOUNG MEN CHRISTIAN ASSOCIATION (YMCA): Youth Program Director
Springfield MA. 1978

HISPANIC ALCOHOLISM COUNSELING PROGRAM: Substance Abuse Counselor Springfield MA. 1976

BRIGHTWOOD CORPORATION: Recruiter, Trainer, Job Developer Springfield, MA. 1975

BOARD & ADVISORY MEMBERSHIP

- Dunbar Community Center Inc.
- Youth Build Springfield / Holyoke
- Latino Breakfast Club Steering Committee
- North End Youth Center
- Springfield Cares
- Springfield School Department - Affirmative Action Committee

AWARDS

Recipient of the Provost Award for Academic Excellence
April 1998

STATEMENT OF INTEREST

Armando Feliciano

Alan Katz
Building Excellent Schools
Martin Luther King, Jr. Community Center
106 Wilbraham Rd
Springfield, MA. 01109

Dear Alan Katz:

I am interested in participating in the process of developing the Martin Luther King, Jr. Charter school because I believe that the philosophy will develop intelligent, caring students who will contribute to their community well being. I have spent a considerable amount of time advocating for quality education for our children in the public school system. Unfortunately, this might take a long time. I also believe that the success of the charter school will encourage the school system to replicate its programs.

As the director of adult education and community programs for the city of Springfield, I can use my skills to gather community support and parent involvement. In addition, in a city that has a large Hispanic population, my bi-lingual skills and my community contacts will benefit the school.

I do not believe that it will be a conflict of interest because I am involved in adult education not in the K – 12 system.

Should you have any other concerns please feel free to contact me.

Sincerely,

Armando Feliciano

DORA D. ROBINSON
10 PONDVIEW DRIVE
SPRINGFIELD, MA 01118
413-737-0967 (H)
413-746-3655 (W)
drobinson.mlkcc@verizon.net

EDUCATION

University of Connecticut – School of Social Work
Masters in Social Work (MSW) – 1981

Smith College – School of Social Work

16 Credits – 1978

Cornell University – College of Human Ecology

Bachelors of Science Degree – 1976

AREAS OF COMPETENCE AND EXPERTISE

Program Development	Community Practice
Resource Development	Financial Management
Non-profit Management	Multiculturalism

EMPLOYMENT

Martin Luther King, Jr. Community Center, Inc. 106 Wilbraham Road Springfield, MA 01109	1991 – Present
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Executive Director/CEO

Primarily responsible for the administrative, fiscal and program operations of a 2 million dollar multi-service community-based agency. The agency employees approximately 60 full-time and part-time employees on an annual basis. The agency's funding includes federal, state, local and foundation grants and contracts. Reports directly to the Board of Directors.

Center for Human Development, Inc. 332 Bernie Avenue Springfield, MA 01107	4/88 – 3/91
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Director of Child and Family Services

As a member of the corporate management team, I was primarily responsible for administrative supervision and oversight of programs serving children and families throughout Western Massachusetts. The service delivery included residential, day treatment, educational vocational

and family support services for consumers involved with Departments of Social Service, Youth Services, Mental Retardation and Mental Health.

Urban League of Springfield, Inc.
756 State Street
Springfield, MA 01109

1/79 – 4/88

Vice President – Education
Associate Director – Camp Atwater
Program Director – Foster Grandparent Program

Over 9+ years of professional experiences at this local Urban League affiliate. In addition to grant development and program management, I was also responsible for coordinating special projects and served as a special assistant to the President on an as needed basis.

OTHER PROFESSIONAL EXPERIENCES

Adjunct Professor & Lecturer (Graduate and Undergraduate)

- Springfield College – Social of Social Work – 1993– Current
- Smith College School of Social Work – 1994 – Current
- Western New England College – Social Work Program – 1987 – Current

Courses: Community Organizing, Social Welfare Policy, Administration, Empowerment & Oppression and other social work courses

PROFESSIONAL AFFILIATIONS

Boards of Directors

- University of Massachusetts Fine Arts Center
- Massachusetts Human Services Provider's Council
- Hampden County Youth Commission
- Brianna Fund for Children with Disabilities (Founding Member)

Statement of Interest
Dora D. Robinson, MSW
Executive Director
Martin Luther King, Jr. Community Center, Inc.

I have served as the Executive Director of the Martin Luther King, Jr. Community Center, Inc. for more than 13 years. MLKCC is the anchor partner for the MLK, Jr. Charter School of Excellence. Over the last 13 years, MLKCC has offered a range of educational support services to school age youth attending schools throughout the City of Springfield. These educational services include tutorial assistance, educational enrichment, homework assistance, college preparation and planning and computer/technology training and education. Additionally, through a unique partnership with the Springfield Public School System, MLKCC provided a GED and Diploma granting program for at-risk high school students for more than 8 years.

In addition to educational services, MLKCC provides a range of recreational, youth development, cultural and social programs for school age youth. We also offer a range of health and human services to youth, families and adults with state funding from the Departments of Social Services, Mental Health, Mental Retardation and the Office of Child Care Services. We also have federal, local and foundation grants for special projects and services. MLKCC is also a United Way agency.

Educational services have been a cornerstone of our delivery system and will continue to be a priority for this agency.

As a member of the Founding Board and eventually, the Board of Trustees, I will bring a wealth of administrative and financial management skills and experiences. I am considered a seasoned human service professional with a positive track record for administering quality services to adults, children and families. I am also very well connected in the human service arena and considered a “community leader” in the Springfield community. I have community organizing skills, strategic planning, public relations skills and community development skills and experiences. I have worked very closely with our school leaders throughout this planning process and also provided assistance in resource development for this charter school initiative.

While I serve as the Executive Director of the Martin Luther King, Jr. Community Center, Inc., I don’t anticipate any conflict of interest issues developing given the fact the charter school will operate as a separate legal entity. However, MLKCC will have a formal agreement with the charter school to serve as the “anchor partner” and will lend whatever resources available to support the mission of the school.

I am personally and professionally committed to supporting the charter school’s mission to provide a high quality and top notch academic experience for our youth.

BEVERLY A. HOLMES – FOUNDING BOARD MEMBER

BEVERLY A. HOLMES

84 Pondview Drive

Springfield, MA 01118

Phone: (413) 739-7913 e-mail: bholmes@massmutual.com

WORK EXPERIENCE -- MASSMUTUAL -- 1983 – Present

Beverly A. Holmes runs a profitable \$2.9 billion business in the MassMutual Retirement Services Division. She is an accomplished business leader with a distinguished career in the financial services industry. Her demonstrated expertise is in building profitable organizations. She possesses proficiency in the following areas:

- Business creation and development
- Product design and implementation
- Distribution strategy and execution
- Sales success year over year

She leads the Retirement Services' TPA Alliance Business as a Senior Vice President, Executive Officer of MassMutual Financial Group. A business that is responsible for the sale of retirement plans, i.e., 401(k), profit sharing etc. and investment services. She distributes her product and services through a network of third party administrators, agents and brokers. In 1997, Beverly led the development and introduction of a Group Annuity Product called RMAP[®] (*Retirement Matters Accumulation Product*[®]), specifically designed for the 401(k) market. Since the introduction of the product, Holmes exceeded the sales goal year over year from 1999 through 2002.

A native of Stratford, CT, Holmes entered the financial services business as an agent with Investors Diversified Services. She moved to administering qualified plans and developing product at Aetna Life and Casualty. She joined MassMutual in 1983. In 2000 she was honored with the President's Leadership Award and was promoted to Senior Vice President, Executive Officer by the MassMutual Board of Directors.

Education

- **NEW HAMPSHIRE COLLEGE** with a Bachelor's Degree in Human Services
- **CAMBRIDGE COLLEGE** with Master's Degree in Education.
- **UNIVERSITY OF VIRGINIA, DARDEN SCHOOL OF BUSINESS**, completed the Excellence in Leadership Program

AFFILIATIONS

- Founder and President of The Collaborative Group, Inc., a non-profit economic development organization.
- Trustee of Bay Path College
- Board Member of Friends of the Fine Arts Center, University of Massachusetts Amherst

PERSONAL

Beverly is active in community affairs and has a devout interest in economic development opportunities for women in developing countries as well as in the U.S. In 1995, she presented at a workshop in Hairou, China as part of her role at the United Nations 4th World Conference on Women. Subsequently in 1996, she was asked to participate in a Women's Conference Circle at the White House sponsored by former First Lady, Hillary Rodham Clinton to discuss economic development strategies for women. Holmes has published numerous articles on economic development and its impact on women in developing countries, and has traveled extensively speaking on economic and retirement issues in countries such as the People's Republic of China, Russia, Ukraine, Senegal, West Africa and England. In 1992, she was selected by Dollars and Sense magazine, a national publication, as one of "America's Best & Brightest Professional Women."

Personal Statement for Beverly A. Holmes Founding Board Member of the School

I began my career in the financial services industry quite by accident or more precisely because I needed a job. My career as you can see from my resume has evolved and progressed over the years to an executive level in the corporate world.

The irony here is that my dream after high school was to go to college and major in human services, which I did, and then find a job serving the people. I also went on and completed a Masters Degree in Education in hopes that one day I would be able to live the dream I had envisioned for myself as a young woman.

Becoming a part of the Martin Luther King, Junior Charter School of Excellence gives me the opportunity to bring what I have experienced and learned in the business world to the Board, to the curriculum and if we are blessed with the school, to the students who hold the key to the future of our world community.

My focus as a founding Board Member will be driven by my passion and ability to make a positive difference in the lives of young people. Critical thinking, conflict resolution, responsible, responsive behavior and a culture that embraces the strength of diversity are my personal priorities for the school, its educators and the student body.

My time, energy and dedication are all very important and precious to me. My commitment to an endeavor of such value and magnitude is because I have a genuine interest, belief and faith in the mission and goal of the MLK, Jr. Charter School of Excellence.

I have no conflict of interest or involvement in any competing institution, governing body or with any persons that would have undue influence over the MLK, Jr. Charter School of Excellence.

LISA B. WILKINS BAKER, ESQ.

BAR ADMITTANCE:

Massachusetts Bar —1996

EXPERIENCE:

ATTORNEY

3/02 to present

Law Offices Lisa Beth Wilkins Baker, Esq., Attorney at Law, Springfield, MA

- o Private practice focusing on family and criminal law.

ASSISTANT DISTRICT ATTORNEY

5/97 – 3/02

Special Assignment Department of Revenue - Springfield, MA

- o Establish paternity and support awards for minor children
- o Review cases for appropriateness, accuracy and the best interest of the child
- o Present cases to the Court
- o Argue legal issues regarding child support
- o Conference cases with attorneys and parties to the action for court presentation.
- o Prosecute parties for failing to support the child

ASSISTANT DISTRICT ATTORNEY

8/95 – 3/02

Hampden County District Attorney, Springfield, MA

- o Prosecuted numerous cases as proscribed by Massachusetts's law.
- o Assessed case strengths and weaknesses; negotiated with defense counsel on disposition.
- o Prosecuted cases at both bench and jury trials.
- o Developed tracking systems to assure timely and productive case management.
- o Managed active caseload averaging 200 cases, primarily involving domestic violence issues.
- o Interviewed and prepared victims for prosecution of their cases.
- o Established rapport with judges, defense attorneys, court and police personnel.
- o Screened cases to determine charges; argued for bail and detention of violent criminals.
- o Researched issues of law for motions to suppress, motions in limine and for the appellate court.

DIRECTOR OF PERSONNEL, STAFF DEVELOPMENT AND GENERAL ADMINISTRATION 6/94- 9/94

NYS Martin Luther King, Jr. Commission and Institute for Nonviolence, Albany, NY

- o Established consistent personnel practices for the Commission and Institute.
- o Interpreted legislation, statutes, rules and regulations for Commission compliance.
- o Developed and provided personnel policies and procedures training for management and staff.
- o Established and prepared employees' rights and benefits orientation package.

HEALTH EDUCATOR, TOBACCO OUTREACH AND EDUCATION PROGRAM

12/93 - 7/94

Northern Educational Services, Springfield, MA

- o Established and marketed services for Smoking Cessation in the African-American community.
- o Established program mission statement.
- o Created job descriptions; designed and prepared material for publications.

ADMISSIONS ASSISTANT

1/93 - 5/94

Western New England College, Springfield, MA

WORK FORCE PLANNING SPECIALIST

10/90 - 7/92; school breaks, 1992 -

1994

New York State Department of Labor, Albany, NY

- o Assistant to the Deputy Commissioner of Labor.
- o Reviewed and evaluated Department of Labor recruitment and retention policies.
- o Recommended procedural changes to implement program for state workforce's competency.
- o Reviewed database and collection instruments.
- o Helped design and reorganize structure of Department of Labor units.
- o Developed new recruitment techniques and relocation package prototype.

SENIOR PERSONNEL ADMINISTRATOR

2/86 - 10/90

New York State Department of Labor, Albany, NY

- o Trained and evaluated staff, set priorities and managed daily office activities.
- o Handled review and reclassifications, including review of duties.
- o Prepared new job descriptions, establishing minimum qualifications and job titles.
- o Made presentations on a variety of issues to department staff.
- o Recruited, interviewed and recommended for hire for vacancies at the Department of Labor.
- o Assisted in the development of civil service examinations.
- o Conducted performance reviews and evaluated personnel.
- o Reviewed salaries and performance advances.

CLIENT COORDINATOR

10/81 - 2/86

New York State Office of Mental Retardation and Developmental Disabilities

- Set goals, developed curriculum and taught mildly to profoundly retarded clients.
- Supervised direct care staff; prepared client evaluations; trained staff in vocational education.
- Developed teaching goals and taught pre-vocational skills.
- Managed vocational and educational program development and direct care for under 21 population.

COMPUTER SKILLS:

Microsoft Word, WordPerfect, Excel, Filemaker, PageMaker, Print Shop, Westlaw and Lexis;
Internet Abilities

EDUCATION

JURIS DOCTORATE conferred. May 1995

Western New England College, School of Law, Springfield, MA

LABOR STUDIES PROGRAM, 1983 - 1984

Cornell Labor Institute, Dutchess County Community College

BA, SOCIOLOGY, 1981

Concentrations in Criminal Justice and Juvenile
Law State University of New York College at
New Paltz

HONORS:

- Dean's Award, 1995
- Massachusetts Black Lawyers Association Scholarship, 1995
- Criminal Law Clinic, 1994 - 1995
- Academic Achievement Scholarship, 1993 - 1994
- Diversity Merit Scholarship, 1992 - 1995

INTERNSHIPS:

- PUBLIC DEFENDER INTERN/ *Dutchess County Public Defender's Office*, New Paltz, NY
- JUDICIAL CLERK INTERNSHIP/ *Justice Michael Ponsor, Federal Court Judge*, 1st Circuit

RESEARCH:

- Research Assistant, "*Traditional v. Modern Approaches: How the Supreme Court Justices Resolve Social Issues*"
- Independent Project, "*How Did I Get Here From There: A Personal Growth in the Study of Racism*"

SUMMARY OF ACTIVITIES:

PRESIDENT, MULTI-CULTURAL LAW STUDENTS ASSOCIATION, 1993 - 1995

- Created linked between the Association and the Springfield community
- Developed a mentoring program with a local elementary school.
- Work with representatives of NAACP; established an internship for WNEC students.

STUDENT MEMBER, WNEC LAW SCHOOL FACULTY/PERSONNEL COMMITTEE, 1994 - 1995

- Reviewed resumes and interviewed candidates.
- Provided written recommendations concerning candidates for tenure and non-tenure positions.

STUDENT MEMBER, WNEC LAW SCHOOL ADMISSIONS COMMITTEE, 1993 - 1994

- Reviewed and recommended applications for admissions and scholarships.

STUDENT BAR ASSOCIATION --

Co-Chair, Budget Committee, 1994 - 1995

- Set the annual budget for law student activities. Reviewed and allocated funds to organizations.

Member, Scholarship Committee, 1992 - 1993

- Reviewed applications of returning law students and awarded scholarships.

Co-Chair, Law School Graduation Committee, 1993 - 1994

INTERNATIONAL LAW SOCIETY, 1992 - 1993; 1994 - 1995

- ❑ Jessup Moot Court Staff Assistant

ENVIRONMENTAL LAW COALITION, 1992 - 1993

CO-EDITOR, Lytae, LAW SCHOOL YEARBOOK, 1992 - 1993

Assistant Editor, 1993 - 1994

AMERICAN BAR ASSOCIATION, STUDENT DIVISION

Chair, Resolution Committee, 1992 – 1994

1st Circuit Lt. Gov. for Resolutions, 1993 -1994

National Liaison, Juvenile Justice, 1993 - 1994

BAR-BRI REPRESENTATIVE, 1992 - 1995

ORGANIZATIONS and ASSOCIATIONS:

- ❑ Board of Directors –President - Martin Luther King Jr. Community Center - 1998 - Present
- ❑ Board of Directors - YWCA of Greater Springfield - 1995 - 1996
- ❑ Concerned Lawyer of Color -Treasurer, 1997-1998; Domestic Violence Task Force. – 1996-1997
- ❑ Western New England College School of Law - Alumni Association/ Lawyers of Color Alumni Association
- ❑ Hampden County Bar Association; NAACP, Urban League

Statement of Interest

Martin Luther King Jr. Academy of Excellence is a dream that is being brought to fruition. The idea of children being given an excellent education is one that has always been important to me. As a mother of four, I have seen the public school system in two states through challenges and triumph on many levels. Because of those challenges and the triumphs, MLK Academy of Excellence provides me with hope for the future.

As a young mother I ran for the school board in a small city in New York. I had recently moved into the area and had no political backing, but my message brought me within one vote of victory. My message was simple; *all* children need to be able to face life upon graduating from High School and be capable of doing something. That something could be college or employment of some type. If not, it was evident to me that we as adults have failed them. The issue facing my community there was poverty and the imbalance that money provides when it comes to education. Today I see the same issue. Money allows even marginal students to succeed. Coupled with the problems of poverty, is the issue of race. When the establishment continually seeks to provide a piece of the pie instead of access to the whole pie, the result is children are not educated.

In our urban school systems, children are too often burden with poverty and urban blight to be able to access education; and for those who do access the system, the idea that you are an interloper is constantly beat into their heads. MLK Academy of Excellence will empower the children of tomorrow to know their own intrinsic value and to capitalize on that value when it comes to their education.

As a first generation college graduate, and professional I believe my strength for the board will be my ability to move through the tough times, to stay the course and remain driven. As a mother with a child still in high school, I know the frustration that parents have in accessing competent education for their children and I will always bring that voice into the conversation. As an attorney, I have some expertise in drafting and in advocating that I'm certain the board will put to use. As an attorney for children, I bring the realization of what happens when we fail our children because I deal with children who are not able to read, or think or prepare alternative plans.

I am committed to the Martin Luther King Jr. Community Center and have no conflicts of interest with the charter school that I am aware of at this time.

Lisa Baker
Attorney at Law

RESUME

Alan M. Katz
165 Willow St.
Florence, MA 01062
(413)575-9055

Education

Boalt Hall School of Law
University of California, Berkeley

J.D. 1975

Law Review; Book award in civil procedure – legal writing

Duke University

A.B. 1970

Degree with distinction, in political science

Employment

1976 to present Katz, Sasson, Hoose & Turnbull
1145 Main St.
Springfield, Massachusetts 01103

As a partner in my law firm for over 25 years, I have engaged in all aspects of client representation in civil and criminal matters and have been responsible for management of this private law firm. Our practice has encompassed many areas of the law while we have concentrated on representing poor and disadvantaged clients in civil, criminal, and family litigation.

Other Employment

Williams College, Williamstown, Massachusetts, adjunct professor of government.

Berkeley Professional Studies in India Program, New Delhi, India, research associate at the Indian Law Institute.

Public Advocates, Inc., San Francisco, California, law clerk.

Storeworkers Union Health and Welfare Plan, New York City, New York, assistant administrator.

New York City Health and Hospitals Corporation, New York City, New York, assistant to the board of directors.

Center for Study of Responsive Law, Washington, D.C., associate project director.

Past Volunteer Education Activities

Northampton High School, school council co-chair

Northampton public schools, member of strategic planning committee and parent involvement committee

Florence Grammar School, member of school improvement team

Past Volunteer Community Activities

Cancer Connection, advisory board, founding through present

Martin Luther King, Jr. Community Center, board member, vice president and president

Peace Development Fund, founding board member, vice president and treasurer

Youth basketball coach

STATEMENT OF INTEREST OF ALAN M. KATZ

Working with the Martin Luther King, Jr. Charter School of Excellence is an exciting opportunity, and I feel privileged to collaborate with people of the caliber and commitment of our founders and to partner with the MLK Community Center. The mission of educating inner city children is compelling, both as a means to help individual children succeed and as a small step toward equal opportunity and racial justice.

I bring to this project knowledge garnered from many years of volunteer and professional work addressing education issues and civil rights. While my children attended their public schools, I participated on numerous education councils and committees. As an attorney, I have represented students and parents in special education, bilingual education, desegregation, and school discipline cases. Since 1976, my law practice has concentrated on discrimination and civil rights claims.

As an attorney, I use legal analysis, negotiation, mediation, and advocacy. Daily, I advise clients how to handle difficult circumstances in their lives, offering them legal advice and, more often, practical advice. I work with issues of education, employment, rights, and money. As a founder of our law firm, I created, developed, and strengthened an institution. As the senior partner, I have experience in leadership, business, management, and human resources. As a litigator, I necessarily develop and manage complex projects, think on my feet, and stay focused under pressure. My past endeavors include research, writing published articles, teaching, fundraising, and non-profit governance.

Perhaps my two most important contributions to the school are my fulltime work creating the school and my ability to get along with all kinds of people, to work cooperatively and effectively, to understand others, and to communicate. I feel well prepared to help MLK Charter School succeed in our mission.

I have no conflicts of interest.

VITAE

I. Personal Information:

Joseph R. Ganesin
97 Pine Street
Amherst, MA. 01002

Work phone: (413) 748-3061
Home phone: (413) 49-3734

II. Education and Training:

University of Denver, Denver, Colorado, June 1995, Ph.D., Educational Leadership and Administration.

Dissertation Topic: Effective Leaders In A School Based Management System.

Cognate specialization: Business & Human Resource Management

Educational Certifications: Superintendent, Secondary Principal, School Social Work and Secondary Social Studies Teacher.

University of California Los Angeles, Los Angeles, California, September 1976 – June, 1978, M.S.W.

Master's Thesis: Parent Participation in Day Care.

Concentrations: Child Welfare and Community Organization.

Colorado State University, Ft. Collins, Co., September 1971 to August 1974, B.A. Sociology and Social Welfare.

III. University Teaching Experience

Springfield College, Springfield, MA, August 1996 to present, Graduate Department of Social Work.

Graduate courses taught: Human Behavior and Social Environment, Social Work in Education, Practice with Groups and Communities, Advanced Generalist Practice: Supervision and Administration, Practice with Individuals and Families, Child Welfare, Family and Public Policy, Family Therapy, Applications of Therapeutic Adventure, Social Work in Education, Independent Study & Research, and Field Practicum Seminar.

Wartburg College, Waverly, Iowa, August 1994 to August 1996, Department of Social Work.

Undergraduate courses taught: Introduction to Social Work, Meeting the Needs of Children, Person and Society, Social Work and the Law, Agency Family Social Services, Group Work, Field Liaison, Psychology of the Exceptional Child, and Social Science Research.

University of Southern Colorado, Pueblo, Colorado, 1985 to 1994, Department of Social Work.

Undergraduate courses taught: Introduction to Social Work, Human Behavior and Social Environment I and II, History of Social Welfare, Social Welfare Policy, Social Work Practice: A Generalist Approach, Social Work Intervention: Individual, Social Work Intervention: Group, Social Work Intervention: Community Organization, Social Work Theories, Counseling and Emergence of Minorities, and Field Seminar.

Graduate courses taught: Social Welfare Policy, Seminar in Social Work Field, Research

Chair for Master's Thesis students, and Social Welfare Administration and Policy.

Chapman University, Colorado Springs, Co., 1986 to present, Graduate Department of Education, Graduate Dept. of Counseling Education and Graduate Department of Child Family and Counseling.

Graduate courses taught: Administration of Student Support Services, Theory and Practice of Group Counseling, Human Diversity and Multicultural Education, and Global Comparative Education.

University of Colorado at Colorado Springs, Colorado Springs, Co. September, 1984, Department of Education.

Graduate courses taught: Working with Families Who Have a Special Education Child and Dynamics of Families with Handicapped Children.

University of Denver, Denver, Co., 1983, 1986, and 1988. Graduate School of Social Work, Field Instructor.

Highlands University, Las Vegas, New Mexico. Graduate School of Social Work for the years of 1985, 1989, and 1991, Field Instructor.

IV. Professional Experience

Education and Behavior Consultant for Chicopee Public Schools & Agawam Public Schools, September, 1998 to present.

Clinical Social Worker for River Valley Counseling, Holyoke, MA, September 1999 to August, 2001.

Associate Professor at Springfield College, August 1996 to present. Graduate professor for School of Social Work. Co-chair of Practice Sequence.

Assistant Professor at Wartburg College, September 1994 to August 1996. Chair and Coordinator of Person in Society Sequence for Liberal Arts and Social Policy Studies.

Clinical Social Worker for Lutheran Social Service of Iowa, Waverly, Iowa September 1995 to August 1996.

Visiting Assistant Professor at University of Southern Colorado, September 1993 to August 1994. Taught two classes at undergraduate level and two classes at the graduate level in the Department of Social Work.

Adjunct Professor at the University of Southern Colorado, September 1985 to August 1993.

Graduate Research Assistant at University of Denver, September 1992 to June, 1993. Coordinated the Week-end Executive School Principal Program for aspiring principals wishing to obtain their administrative credential in school administration. Responsible for recruitment, interviewing applicants, selection, administration and evaluation of this leadership training program.

Legislative Internship, Senator Miklejohn, Colorado Legislature. January 1993-May 1993. Advisor on new educational and social service issues especially around new legislation having to do with Charter Schools.

Human Resource Management Internship, School District #20, Colorado Springs, Co., October 1992 to December 1992. Responsibilities included: interviewing, testing and recruitment of job applicants for positions available in the district. These included both professional positions like teaching and classified positions like clerical and bus drivers. Developed and researched programs for the personnel office dealing with leave policies and the testing of secretarial skills of clerical applicants.

School Administrator, Colorado Springs School District #11, September 1990 to June 1992. Administrator for Holmes Jr. High. Responsibilities included educational and curriculum leadership, student discipline, staff development, and school scheduling.

School Social Worker, Colorado Springs School District #11, March, 1979 to June, 1990.

Conducted assessment and direct service to children K-12 who were identified to receive special education services. Coordinated several programs for disabled students. Group work with students and staff using outdoor education techniques. Coordinated a variety of programs with several social service agencies in the Colorado Springs area.

Clinical Director, Orange County Child Guidance Day Treatment Center, September, 1978 to March, 1979. Supervised the clinical staff made up of a psychologist, psychiatrist, psychiatric technician, three social workers and two nurses at a children's day treatment center. Coordinated and supervised the clinical individual and group work of the therapists employed at this center.

Clinical Social Worker, Orange County Mental Health, September 1976 to September 1978.

Provided clinical social work services to the children and family services division at a community mental health center in Fullerton, Ca.

Food Stamp Supervisor, Orange County Department of Social Services, June 1975 to September, 1976. Supervised and directed staff who distributed institutions serving the poor such as: drug treatment centers, the Salvation Army and Vietnamese Refuge programs.

Caseworker, Larimer County Department of Social Services, September 1973 to June 1975.

Conducted child abuse investigation for intake unit. Licensed home day care applicants. Provided services to geriatric patients in Larimer County nursing homes.

V. Professional Membership

1996-present American Association of School Social Workers.

2000. National Group Work Association of Social Workers.

1990-1992 Member of Colorado Association of School Executives.

1989-1992 Member of National Education Association and Colorado Education Association

VI. Service and Professional Affiliations

September 2002 – present. Chair / Founders Group of Martin Luther King Charter School, Springfield, Massachusetts.

July 2000- present Executive Board Member Martin Luther King Community Center, Springfield, Massachusetts.

1996-2000 Chair and Board Member Western Massachusetts Regional Advisory Board for Department of Social Services.

1996-1997 Council on Social Work Education

1996-present Team Leader and Peer Reviewer for Council on Accreditation of Services for Families and Children.

1984-1986 Board Member United Cerebral Palsy Association

1984-1986 Board Member El Paso Citizens Advisory Board for the Department of Social Services

1984-1985 President of Colorado Springs Student Support Services Association Professional Memberships.

VII. Selected Publications and Presentations

April, 2003. National Conference for School Social Work Association of America, “Understanding and Working with Boys and Young Men”. Arlington, VA

April, 2003. National Conference for School Social Work Association of America, Invited Back By Popular Demand (Invited Presentation) “The Art of Effective Consultation in Schools”. Arlington, VA

Gianesin, Joseph and Bonaker, Peter, 2003. “Understanding Conservative Challenges to School Social Work and Public Education” Children and Schools, January, 2003. Vol. 25, No. 1, pp. 49-62

March, 2002. National Conference for School Social Work Association of America, “The Art of Effective Consultation in Schools”. Atlanta, GA.

October, 2001, Keynote Speaker for Easthampton Public Schools, Easthampton, MA. “The Menagerie of Group Work with In School Settings.”

April, 2001, National Youth Leadership Council 12th Annual Service Learning Conference,

“Combining Americorp with Graduate Student Clinical Experiences in Education, Social Work and School Counseling”, Denver, CO.

March, 2001, National Conference for School Social Work Association of America, “Helping Pre-Adolescent and Adolescent Boys Transition in Adulthood” Philadelphia, PA

October 2000, 22nd Annual International Symposium of the Association for the Advancement of Social Work with Groups, “Boys to Men: The Challenge to be Strong and True. Toronto, Canada

March, 2000, National Conference for School Social Work Association of America, “Charter Schools and School Social Work.” Las Vegas, Nevada.

September, 1999, Manchester, CT. School District Community Panel Forum, “At Risk Youth and Mentoring to Reduce High School Dropouts.”

April, 1999, International Conference for School Social Work Association of America, “Understanding and Meeting the Challenges of the Conservative Right’s Impact on Public Education.” Chicago, Ill.

February, 1998, Western Massachusetts Chapter of National Association of Social Workers. "Integrating Outdoor Adventure with Family Therapy."

April, 1998, National Conference for School Social Work Association of America, "Using Outdoor Adventure and Experiential Education to Reduce High School Drop Out Rates." Austin, TX.

April, 1998, Massachusetts Conference for National Association of Social Workers, "Advanced Generalist Practice: Techniques for Integrating Micro and Macro Knowledge."

August, 1997. Community Foundation of Western Massachusetts. "Family Therapy With High Risk Adolescents and their Families Using Experiential Modalities."

February, 1997. Back by Popular Demand. National Conference for National Resource Center for the Freshman Experience and Students in Transition, Columbia, South Carolina. "Ropes Course: An Adventure-based Experience for First-Year Student

October, 1996. National Society for Experiential Education, "Academic growth and college retention for First Year students using service and experiential education". Snow Bird, Utah.

July, 1996 National Resource Center for Youth Services, "High School Retention with At Risk Youth Using Mentors and Experiential Education" St. Louis, MO.

April, 1996 Biennial Midwest Social Work Education Conference, "Teaching Advocacy with Legislatures Through Experiential Learning", University of Iowa, Iowa City, IA.

March, 1996 The Principal, "The Many Roles of School Social Workers", National Association of Elementary School Principals, Alexandria, Va. 22314-3483

February, 1996 National Conference for National Resource Center for the Freshman Experience and Students in Transition, Columbia, South Carolina. "Ropes Course: An Adventure-based Experience for First-Year Students".

January, 1996. Iowa NASW Political Action for Candidate Election and Education, Des Moines, Iowa. "A Call to Action and Reform".

January, 1996 Mississippi Bend Area Education Agency. Benttendorf, IA. Consultant for Restructuring School Social Workers Role.

1995-1997 The Journal of Baccalaureate Social Work Consulting Editor.

1995 Mid-West School Social Work Conference. Davenport , Iowa. "School Reform and Restructuring: A Call To Action for School Social Workers."

1995 Council on Service Learning Grant. "Retention of High Risk 1st Year College Students Using a Ropes and Challenge Course"

1994 Colorado School Social Work Conference. Estes Park, Colorado. "The School Social Workers Role in School Reform and Restructuring."

1993 Gates Foundation Planning Grant, "Preparing School Leaders: Some New Directions for the Next Decade".

1991 U.S. Department of Education Grant, "Intervention with High Risk Youth Using Outdoor Education."

1991 & 1992 Colorado Springs Athletic Association. "Using Outdoor Education and Ropes Courses for Intervention with High Risk Students."

1989, 1990, 1991 & 1992. Colorado Springs Community Conference, Family Enrichment Series, "At Risk Behavior for Adolescents."

1990 U.S. Department of Education Grant, "Drug Abuse Prevention Programs For Minority Youth."

1990 & 1991 Colorado Middle School Conference, "Creating A Crisis Intervention Team For Secondary Schools."

1989 Presentation for Canyon City School District, "Crisis Intervention Teams."

1986 Colorado State Department of Education, "Working With Parents Who Have A Handicapped Child."

1986 Colorado State Department of Rehabilitation, "Intervention with Families Who Have A Handicapped Child."

1981 National Association of Social Workers Convention, Washington D.C., "Integrating Severely Handicapped Students Into Regular Classroom Settings."

VII. References

Dr. Calvin Frazier
Former Colorado Commissioner of Education
Retired Professor, University of Denver
2300 Willow Ln.
Lakewood, Colorado 80215
(303) 232-8603

Dr. David Foster
Program Director for CHD
45 Jackson Street
Northampton, MA 01060
(413) 585-0863

Dr. Joan Lesser
Associate Professor of Social Work
Springfield College School of Social Work
51 Greenwich Road
Longmeadow, MA 01106
(413) 533-4546

STATEMENT OF INTEREST

To Whom It May Concern:

This correspondence represents a letter of interest and involvement in the development of the Martin Luther King Charter School. Since the joining the Board of Directors of MLK Community Center three years ago, I have been involved in developing policy and direction of the programming and educational activities that the community center has been affiliated with and sponsored. I have been involved from the very beginning in MLK's movement toward opening a charter school that will serve the children of Springfield. I am highly committed to making this effort a reality.

I bring over twenty-five years of service in public and higher education. I have a Ph.D. in Educational Leadership and have worked in the public schools since 1979 as an administrator, school social worker, teacher, and currently, an educational consultant. In addition, my current employment as an associate professor of social work at Springfield College gives me access to the latest literature and research on effective schools and educational trends. I believe I can be of great service to the MLK Charter School as we move forward in our application to the State of Massachusetts.

I have no conflict of interest at this time and do not anticipate any in the future. Both the college and myself view this as a volunteer portion of community service.

If I can be of further assistance, please feel free to contact me.

Sincerely,

Joseph R. Ganesin Ph.D. L.I.C.S.W.
Associate Professor of Social Work
Springfield College

Marie Stebbins - Biography

VOLUNTEER ACTIVITIES

Present:

Providence Place Retirement Community Board of Directors Sisters of Providence
Health System Foundation Board of Directors United Way of Pioneer Valley, Pillar
Society Solicitor Community Foundation of Western Massachusetts, Project Reviewer
Springfield Library and Museums Association, Corporator

Past:

Springfield Cultural Council, Board Chair
StageWest Theatre, Board Chair
Springfield Public Forums Board of Directors
Confraternity of Christian Doctrine, Teacher

PAST EMPLOYMENT

Market Research Consultant
Milton Bradley Company, Market Research Department
Warwick, RI Public Schools, Teacher
Longmeadow, MA Public Schools, Substitute Teacher

EDUCATION

Warwick (RI) Veterans Memorial High School
Newton College of the Sacred Heart (now Boston College) Bachelor of Arts

HONORS

National Conference of Catholics and Jews, National Human Relations Award Doctor
of Laws Degree, Honorary, Elms College Pioneer Valley Boy Scouts, Distinguished
Citizen Award

PERSONAL

Widow of Richard A. Stebbins
Four Children; nine grandchildren

Marie Stebbins

Statement of Interest

It is an honor for me to have been asked to serve on the Founding Board of the Martin Luther King, Jr. Charter School of Excellence. I have followed the growth of the Martin Luther King, Jr. Community Center from its inception to its place as an important resource for the community. The philosophy and mission of the Center make it an important institution, serving youth, adults, and families. The leadership and staff provide direction and support to a large percentage of our Springfield population. They are effective and innovative with their programs and outreach. The success of the Center ensures an excellent starting point for partnering with a charter school.

My past employment and my past and present volunteer activities allow me to bring a variety of skills and interests to the Founding Board. Involvements with non-profits in the health and human services as well as arts organizations have brought me into close contact with business and professional leaders in the area. Committee work, as well as extensive fund raising activities, has been positive and rewarding. I look forward to working with other dedicated individuals to fulfill the mission of the Martin Luther King, Jr. Charter School of Excellence.

None of my activities involve any conflict of interest with this project.

Jason G. Irizarry
119 Tallyho Drive
Springfield, MA 01118
(413) 782-4158

EDUCATION

University of Massachusetts, Amherst Ed.D

Program of Study: Language, Literacy and Culture

Currently Enrolled

State University of New York at Albany, M.A.

December, 1998

Program of Study: Latin American and Caribbean Studies

Siena College, B.A.

May, 1996

Major: Psychology Concentration: Spanish

EXPERIENCE

Springfield College, Springfield, MA

August 1999-Present

Assistant Professor of Education

Director of Project SPIRIT

Teach a variety of courses in the Education Department and School of Human Services including:

EDUC 100: *Introduction to Education* offers students the opportunity to become acquainted with the field of education, the teaching profession, the diversity of learners in US schools, historical and philosophical foundations of education, the study and practice of teaching, and career options for educators. Special emphasis is placed on the development of a preliminary philosophy of education and an electronic portfolio.

EDUC 237: *Multicultural Education* This course introduces students to Multicultural Education theory and practice with a special emphasis on content integration, cross-cultural competencies, and the structural (political, economic, social) and psychological dimensions of oppression and their impact on teaching and learning, critical pedagogy, and the transformation of curriculum. Students will become familiar with

Bilingual and English as Second Language (ESL) Education and learn strategies to work with linguistically diverse learners.

EDUC 607: *Philosophical Foundations of Education* provides an introduction to some of the major philosophical approaches to education as well as philosophies of education from underrepresented groups in the United States. An emphasis will be placed on understanding and implementing, in a philosophically consistent way, a multicultural approach to education in a pluralistic society. As a culminating experience, students will build on the readings, their own research, and their experiences working with students in educational settings to develop a personal philosophy of education.

•□ EDUC 675 *Curriculum Design and Evaluation for Secondary Educators* engages students in the development of curricula, emphasizing design and implementation, and to a lesser extent, evaluation. The course is grounded in multicultural education theory and the Massachusetts Curriculum Frameworks. Students will develop an understanding of the implications of culture, strengths and developmental needs of middle and high school students on curriculum development. The significance of racism and other forms of oppression, and their influence in the classroom, will be presented in all explorations.

SHSE 138: *Multicultural Curriculum Development* covers curriculum development for elementary students with an emphasis on the significance of culture and its influence on teaching, learning, and content. Multicultural education theory provides a framework for designing curricula with a focus on the culture, strengths, and needs of a diverse student population. Constructivist and thematic approaches to curriculum development, effective teaching strategies, evaluation and teaching resources are also addressed.

SHSB 136: *Puerto Rico: Analysis and Perspectives* provides a historical and sociological analysis of the Puerto Rican people, both those that reside on the island and those in the “diaspora.” The present condition of the Puerto Rican community is examined and the factors that influence the delivery of human services are addressed.

Serve as the Director of Project S.P.I.R.I.T. (Springfield Partnership to Improve the Recruitment of Inspiring Teachers), a grant-funded program designed to identify, recruit admit and train students of African or Hispanic heritage as teachers for placement in the Springfield Public Schools.

- ◆ Collaborate with the Springfield Public School system and local community agencies to recruit students for the Teacher Preparation and Certification Program and assist them through the admissions process.
- ◆ Serve as an Academic Advisor in the Education Department.
- ◆ Foster the academic, social and professional development of program students.
- ◆ Manage program budget.
- ◆ Write grants to financially support the program.
- ◆ Supervise two graduate student interns.
- ◆ Arrange mentoring meetings between students and teachers from the Springfield Public Schools.

Serve as the Director of Project M.I.N.D. (Mentors Inspiring New Directions), an after school program designed to support and inspire tenth, eleventh and twelfth grade students of Hispanic, African, Asian, and/or Native American descent from Commerce, Putnam, and Science and Technology high schools to attend college and consider teaching as their career choice.

- ◆ Design academically and culturally enriching workshops and activities for students.
- ◆ Introduce students to higher education opportunities.
- ◆ Supervise 10 undergraduate students who serve as mentors/tutors.
- ◆ Write grants to financially support the program.
- ◆ Monitor the academic progress of program students.

State University of New York at Albany, Albany, NY

September 1998-May 1999

Instructor

Instructor of EEDU 375, *Education and Schooling in a Pluralistic Society*, an undergraduate course designed to promote tolerance and social responsibility through the re-examination of the racial, gender and cultural stereotypes that are obstacles to democratic living in a pluralistic society.

- ◆ Constructed lectures and activities around the themes of diversity and multiculturalism.
- ◆ Designed and implement a tutoring/mentoring program for at risk adolescents.
- ◆ Met with students regularly to foster their educational progress.
- ◆ Provided assessment.
- ◆ Maintained web page consisting of course content and a “chat room” for student interaction.

Instructor of EPSY 480, *Peer Education in Human Diversity*, an independent study course training peer educators to work in Human Diversity classes.

- ◆ Advised 20 undergraduate students who were pursuing careers in education.
- ◆ Assisted students in the construction of lesson plans and the facilitation of cultural programs.

Albany Urban Youth Leadership Institute, Albany, NY

June 1998-September 1998

Director

Directed the U.Y.L.I., a program designed to assist at risk middle school graduates in making a successful transition to high school by empowering them to make positive changes in their communities and by providing them with mentors.

- ◆ Developed daily curricula.
- ◆ Taught students how to advocate through three mediums: Web Pages, Video and Theater.
- ◆ Trained and supervised high school and college students to serve as mentors and tutors.
- ◆ Assisted students in their development of leadership skills.
- ◆ Organized special events (e.g. Orientation, Opening Day, Youth Speak Out, Final Ceremony).
- ◆ Managed program budget.
- ◆ Met with University at Albany faculty advisors to conduct formative assessments of the Institute.
- ◆ Worked with community organizations, the NAACP and the Albany City School District.

Lincoln Academy Junior High School, New York, NY

September 1996-June 1997

Teacher

Taught Spanish, Computer Science, and Conflict Resolution to inner-city middle school students.

- ◆ Developed curricula.
- ◆ Provided assessment.
- ◆ Supported intellectual and personal growth.

Massachusetts Migrant Education Program, Springfield, MA

June 1996-August 1996

Bilingual Guidance Counselor

Served as the summer program's Bilingual Guidance Counselor on a multidisciplinary team designed to provide supplemental education programs to the children of migrant workers.

- ◆ Provided bilingual (English and Spanish) counseling services.
- ◆ Conducted community advocacy and outreach.
- ◆ Introduced students to higher education opportunities.
- ◆ Arranged community service programs.
- ◆ Taught classes on Puerto Rican history.

Siena College Multicultural Center, Loudonville, NY

June 1995-May 1996

Program Coordinator

Worked as staff member developing and promoting programs and activities that enhance knowledge, appreciation and respect for all cultural groups.

- ◆ Designed and facilitated cultural programs.
- ◆ Supervised staff members to ensure that program offerings are met the needs of students and faculty.
- ◆ Led student discussions focused on multiculturalism.
- ◆ Assisted in the fiscal management of program resources.
- ◆ Introduced local minority high school students to higher education opportunities.
- ◆ Coordinated a support group/forum for ALANA students to aid them in their transition to college life.
- ◆ Worked with the Orientation Committee and Residence Life Staff to create culturally sensitive programs.
- ◆ Assisted in the cultural awareness training of Siena College Staff.

Skills and Interests

Computer Skills: WordPerfect, Microsoft Word, Microsoft Works, Internet, SPSS, Excel.

Bilingual (English and Spanish)

Puerto Rican history, culture, and politics.

Culturally Responsive Teaching and Bilingual Education

Dear Mr. Katz,

When I heard about the opportunity to participate as a member of the advisory committee for the creation of a charter school in the city of Springfield, I was extremely excited. This position combines my professional commitment to the field of education with my personal desire to improve the quality of public education in my community. Working with you and the other members of the team to create a school based on the values of Dr. Martin Luther King Jr. is a challenge that I am looking forward to undertaking.

I currently work as an Assistant Professor of Education and Director of Project SPIRIT (Springfield Partnership to Improve the Recruitment of Inspiring Teachers) at Springfield College. As a faculty member I teach a variety of courses for pre-service teachers including courses in Multicultural Education, Philosophy of Education, Curriculum Development and Assessment, and Urban Education. As the Director of Project SPIRIT, I have worked with the Springfield Public Schools and The Learning Tree Community Teachers Program to identify, recruit, admit and train African American and Hispanic students for placement as teachers in the Springfield Public Schools. Prior to moving to Springfield, Massachusetts I was a teacher in New York City. The knowledge that I have gained through my work as faculty member, program Director, middle school teacher combined with my own educational preparation will allow me to make a valuable contribution to the design and implementation of a quality school for children in the city of Springfield.

Springfield College encourages community involvement and professional development. Therefore, I do not see any potential conflicts of interest at this time. If such an issue does arise, I will make sure to communicate with you immediately. If you have any questions about my qualifications or availability, please do not hesitate to contact me.

Respectfully,

Jason G. Irizarry
Assistant Professor of Education
Director of Project SPIRIT

Brenda Frye

Education 1985 Cambridge College Northampton, MA
Master's of Education

- ☐ Concentration in Administration and Management

Professional experience 1991 - 2001 **Martin Luther King, Jr. Community Center**

Springfield, Massachusetts

Director of Administration/Human Resource Manager

- ☐ Oversee the management of the administrative staff
- ☐ Oversee the facility upkeep
- ☐ Responsible for ordering of supplies for five of the seven sights
- ☐ Responsible for the establishing of the telephone communications system for all the sites
- ☐ Assisted with the decision making in the purchasing of new computers
- ☐ Oversee the purchasing and monitoring of all copiers and the lease agreement
- ☐ Performed all required paperwork for all new employees/volunteers
- ☐ Performed all orientations for new employees/volunteers
- ☐ Liaison for employees for all health/dental claims, problems or issues
- ☐ Performed exit interviews, including establishing COBRA benefits where applicable and closing out all records for employees/volunteers
- ☐ Coordinated the center's Annual Meetings
- ☐ Coordinated the 3 day 10th year celebration for the center
- ☐ Acted as assistant to the Director of Finance/Operations when needed
- ☐ Assistant to the Executive Director in whatever capacity required.

1978 - 1989 **Blue Cross and Blue Shield of Massachusetts**

Springfield, Massachusetts

Senior Research Representative/Team Leader

- ☐ Responsible for handling all calls, mail or lobby claim, billing or membership issues in my designated territory
- ☐ Responsible for the resolution of sensitive claim problems received by upper management and then delegated to me to be resolved within a 3 day turn around period of time
- ☐ Assisted subscribers either on the telephone or directly at the service desk lobby
- ☐ Responsible for the input and updating of claims received, distributed and resolved by all representatives in the office.

STATEMENT OF INTEREST

I am extremely excited about the development and ultimate existence of the Martin Luther King, Jr. Charter School of Excellence which has been a dream of Dora Robinson, Executive Director of the MLK Community Center. A good education has always been a paramount issue in my life. As a mother of two children who went through the Springfield Public School System, my frustration level at the lack of many key elements in my children's educational development remained at a very high level. Now, watching my grandchildren go through the same system has brought back many of the frustrations I felt with my children.

I have always had concerns regarding the gap in our educational system between children of color and others. And although the gap is not as wide as it was when my children were in school, it still exists and this is a concern to me because I now have grandchildren in the same system and can see the same deficiencies now as in the past. This is why I am excited about the prospect of this charter school. I am confident that the physical, intellectual, emotional needs of the student of the charter school will be addressed. I know that the school will operate in a respectful, caring, nurturing and loving manner, which will create an excellent atmosphere for learning.

I was one of the first two employees hired by Dora Robinson when the MLK Community Center opened in May, 1991. I remained with the center for ten years and except for a medical condition, I would still be the Director of Administration of the MLKCC. I know, firsthand, of the philosophy and mission of the MLKCC. As the anchor partner for the MLK, Jr. Charter School of Excellence I am extremely confident that the same values, philosophy and mission of the MLKCC will carry over into the charter school guaranteeing the school to be as successful as the Center.

I hold a Master's degree in Education with a concentration in Administration and Management. I will bring many administrative/managerial/organizational abilities which, given the opportunity, I will use to my fullest extent to assist in the implementation and ongoing operations of the MLK Charter School of Excellence.

I do not have, nor do I anticipate any conflict of interest.

Brenda Frye, M.Ed.

Augustus J. Pesce
100 Ridgeway Circle
Springfield, MA 01118
(413) 205-3312 or 3302 (Work)
(413) 731-0031 (Home)

PERSONAL DATA

Occupation: Associate Professor and Director of Special Education, American International College, Springfield, MA 01109

EDUCATIONAL BACKGROUND

1950-1954	Boston State Teachers' College – Boston, MA Bachelor of Science in Education
Jan. 1955	Post Graduate Administration Course-Quantico, VA Diploma
Oct. 1957	University of Maryland – Overseas Program Transcript – Bilingual Studies
1961-1964	Salem State College, Salem, MA, Master of Education
1962-1964	Graduate School, Northeastern University – Boston, MA Graduate Studies
1965-1966	Commonwealth of Massachusetts University Ext. Certificate – Bilingual Studies
1967-1970	Graduate School, School of Education
Aug. 1977	Council for Exceptional Children – Early Childhood Education – Certificate
Aug. 1978	North Adams State College, Dyslexia and Other Disabilities
Jan. 1980	Program Options for Children Ages 5-7 with Special Needs – Wheelock College
1981-2003	A myriad (over 100) of Special Education Seminars and Workshops such as The Oct. 29, 1999 Fall Conference by The Massachusetts Association of Colleges of Teacher Education entitled <u>Preparing Competent and Caring Teachers</u> and the Dec. 3, 1999 Conference of the New England Board of Higher Education on <u>Competency and Shortages in New England's Teaching Profession</u> . Also, the State Department of Education conference on <u>Special Education Licensure</u> of Feb. 6, 2002.

March 2003 Round Table Conference on Special Education, Oxford University,
Oxford, England.

CURRENT POSITION

Director of Special Education, American International College,
Springfield, MA 01109

FORMER POSITION

Superintendent of School – Ware, MA
(Developed the Educational Specifications for Ware High)
Assistant Superintendent of Schools – Ware, MA
Director of Special Education – Ware, MA
Principal – Church St. Middle School – Ware, MA
Principal – South St. Elementary School – Ware, MA
Director – Lynn Branch Comm. Couns. Assoc., Inc., Malden, MA
Educational – vocational Counselor – Trainer – Mass.
Division of Employment Security – Lynn, MA
Teacher – South Boston High School – Boston, MA
Salem High School – Salem, MA
Ten (10) Years Experience – Teacher of Special Subjects, Mathematics,
Business Subjects, Technology, Education, Science and Physics.

Other

1960-1994	President – Boston Development Company
1968-1996	Educational Consultant, School Planning – Sonego, Pesce, Fish & Carlson
1970-1999	Human Development Services – President and Owner
Present	Notary Public, Commonwealth of Massachusetts
Present	President – Pesce, Pesce and Fish Associates – Educational Consultants
Coordinator -	The District – Board Certification Program. This is a Hampshire Educational Collaborative program for training Special Education Teachers with A.I.C. as the affiliated college.
Member -	Appalachian Mt. Club
Member -	American High Society
Member -	Italian Cultural Arts Center, Springfield, MA
Member -	Marine Corps League

Member - A.I.C. Model Congress – Judge (9 years out of last 10)

Co-Author - The Cyclopedic Education Dictionary.

PROFESSIONAL ORGANIZATIONS

Council for Exceptional Children – Division of Teacher Education and
Division of Learning Disabilities

Member – Massachusetts Reading Association

Associate Member – Conn. Valley Sup't. Roundtable, UMASS

LOCAL ORGNIZATIONS

Member – American International College Outing Club

Member of the Committee of the proposed Horace Mann Charter
School, The Ujima Academy Training Center

To Whom It May Concern:

I have great interest in the Martin Luther King, Jr. Charter School of Excellence as a resident of the neighborhood of the Martin Luther King, Jr. Community Center and a faculty member at American International College in the neighborhood. The children of our neighborhood need a charter school of the caliber of the proposed school.

Over 43 years, I have an array of education experience from classroom teacher to superintendent of schools. For 14 years, I have been director of special education at A.I.C. training special education teachers. I hope to be able to use my skills and experience for the benefit of this charter school and the children of Springfield.

I have no conflict of interest.

Sincerely,

Augustus J. Pesce

Myra D. Smith
80 Amos Drive
Springfield, Massachusetts 01118

Education

- 1986 Cambridge College, Cambridge, Massachusetts
Master of Education, Managing People and Technologies
- 1977 Springfield College, Springfield, Massachusetts
Bachelor of Science, Rehabilitation Counseling

Professional Employment

- 1985 – Present Assistant Vice President Human Resources, AA/EEO Officer
Springfield Technical Community College

Responsible for the administration and coordination of all personnel services for the College. Implements employee benefits programs as mandated to Personnel by Union agreements. Administration of personnel policies and procedures in compliance with state, local and federal regulations.

Interviews and assists the Search Committee in the selection process for all positions at the College. Insures through AA/EEO and personnel policies that the College is in compliance with legislative and governmental regulations relating to equal employment opportunities. Direct involvement with key Administrative officers of the College to obtain appropriated funding sources for potential positions.

Representative for the College in conjunction with employee matters as related state agencies. Direct involvement with Mass. Retirement Board, Group Insurance Commission, Division of Employment Security, Springfield Court System, Mass. Dept. of Personnel Administration, and Board of Regents of Higher Education. Liaison to legal counsel for the College on human resource and affirmative action issues.

Advisor to the President on pertinent issues directly affecting the well being of the institution as it related to legal and personnel issues.

Implementation of a new Classification Maintenance Appeals System. Conducts reallocation hearing for classified employees. Preparation of all materials for completion of decisions by the Dept. of Personnel Administration.

Serves as liaison between the Union representatives and the College administration on contractual issues. Hearing officer for all AFSCME step three hearings.

Preparation and analysis of statistical reports requested by AA/EEO, Board of Higher Education, and other state agencies. Formulation of techniques instrumental in recruiting minority applicants and person of "protected" groups. Liaison for the College with community agencies and organizations on affirmative action concerns.

Development of human resource programs for STCC employees designed to enhance personal, professional, and educational needs.

1984 – 1985 Associate Director of Admissions
Springfield Technical Community College

1978 – 1984 Assistant Director of Admissions
Springfield Technical Community College

Responsible for assisting the Dean of Admissions in the overall operation of the Admissions office.
Supervised College interns and admissions personnel.

Responsible for the recruitment of high school students and non-traditional students to the College.
Interviewing and evaluation process, orientation and advisement of prospective students.

Preparation of accreditation and acceptance information for reports as required for various
divisions and departments. Direct involvement with Department and Division chairpersons
regarding potential applicants.

1977 – 1978 Coordinator Recreational Activities
Juvenile Court Project, Springfield, Massachusetts

Planned recreational and educational activities for female juvenile offenders referred by the Court.
Recruitment and supervision of staff.

1977 Counselor, In-Patient Psychiatric Unit
Baystate Medical Center, Springfield, Massachusetts

Responsible for team involvement in the psychotherapy of individuals, groups, and family
members. Conducted admissions interviews and history gatherings.

Honors

Currently serving as a trustee for the Non-Unit Health and Welfare Committee-appointed by the Chancellor
for Higher Education

Recipient full scholarship for graduate program at Cambridge College

Who's Who Among Student in American Colleges and Universities, 1976 – 1977

Participant Springfield Leadership Institution

Delta Sigma Theta Sorority

References

Will be furnished upon request

MYRA D. SMITH STATEMENT OF INTEREST

I have indicated an interest in serving on the founding board of the proposed Martin Luther King Charter School.

Having served on the board of the Martin Luther King Community Center for approximately five years and having worked as a Coordinator of a volunteer group of the center for approximately ten years makes me confident that I have knowledge of the community that is being served and can benefit from the Charter school.

I feel that I can also bring to the charter school, some expertise and assistance with preparing the students for planning for an institution of higher education, since I am currently and have been for the past twenty-five years working for Springfield Technical Community College. I was the Assistant Director of Admissions for eight years and for the past seventeen years have been the Assistant Vice President Human Resources.

Lastly, as a parent, I am very much interested in making sure that the young people get a strong educational foundation along with a sense of identity and feeling of confidence to pursue any opportunities that come their way. I want our children to know that we support their endeavors and as a community they must make a difference.

413-378-5980-p
413-593-3374-f
hector_f_toledo@fleet.com
638 Memorial Drive
Chicopee, MA 01020

Hector F. Toledo

Experience

1993–Present FleetBoston Financial

Branch Manager/Vice President

- ❑ Run a \$100mm branch.
- ❑ Doubled production and revenue at current office.
- ❑ Increased Deposit Base by 11% during past year

1990–1993 United Cooperative Bank

Branch Operations Manager

- ❑ Managed teller line.
- ❑ Ensured staff compliance with all Banking regulations.
- ❑ Trained new hires.
- ❑
- ❑

Education

1988-1990 Springfield Technical Community College

- ❑ Business Management

1994-1998 Westfield State College

- Business Management

Interests

Pioneer Valley United Way-Board of Directors

Pioneer Valley Girl Scouts-Board of Directors

Mr. Katz:

I would like to take this opportunity to express my interest in the Martin Luther King, Jr. Charter School of Excellence. I have been an active member of the Greater Springfield community for some time now, and I understand the impact that a locally run, community needs driven school can have on a community such as ours.

Through my work on the Board of Directors at the Pioneer Valley United Way, I've been able to see the impact that a quality education can have on a community, a family, and most importantly, a child.

I have no conflict of interest and I look forward to being able to make an impact on the welfare and wellbeing of our children.

Sincerely,

Hector F. Toledo
Vice President
FleetBoston Financial
638 Memorial Drive
Chicopee, MA 01020
413-378-5980
413-593-3374-fax
hector_f_toledo@fleet.com

Résumé

Richard Finley Denniston
90 Paige Hill Road
Brimfield, MA 01010
(413) 245-7773
RDenniston1940@msn.com

Born: Pontiac Michigan
October 18, 1940

High School: Graduated Farmington High School
Farmington, Michigan
June 1958

US Navy: Submarine Service, served aboard the U.S.S. Grange Washington
SSB (N) 598, the World's First Nuclear Powered Polaris Missile
Submarine. Attended many technical schools.

Married: Karen Ashley Kober
December 22, 1962
Have two children: Diane Ashley Simonds; James Louis Denniston
Have 3 grandchildren.

Education: Wayne State University
Detroit, Michigan
B.S. Elementary Education 1967

American International College
Springfield, MA
M. Ed. Early Childhood/Adm. 1980

Work Experience: Caddie, Sailor, Welder, Carpenter, Well Driller

Teacher 5th Grade
Williamstown, MA 1967 – 1968

Teacher 6th Grade/Principal K-6
Richmond, VA 1968-1974

Principal K-6
Laconia, NH 1974 – 1976
650 students. Open Space School

Principal K-3
Wilbraham, MA 1976 – 1981
350 students

Founding Headmaster
The Grammar School at Somersville
Somersville, CT (formerly Wilbraham, MA)
90 students. 1981 – 2004
An Accredited Independent School

Hobbies: Building things, Automobiles, Old Houses, Traveling; love to work.

Richard Finley Denniston
90 Paige Hill Road
Brimfield, MA 01010
(413) 245-7773
RDenniston1940@msn.com

Statement of Interest

Dear Lan,

For the past 36 years it has been my objective to help children learn and teachers teach. I have had experience in both the public and private educational systems. I have a desire to help children who may not have much or who come from disadvantaged environments. I also believe education for elementary age children should be both challenging and positive in nature. If we are to preserve our democracy and advance civilization in a positive direction we must educate all of our children.

My philosophy and that of Martin Luther King, Jr. are very similar. Maybe, just maybe, I can share my educational and life experiences with your group. As a member of your team, hopefully we can design and implement a school that will better educate the children of Springfield.

I have no conflicts of interest in relation to my work on behalf of the Martin Luther King, Jr. Charter School of Excellence.

Sincerely yours,

Richard F. Denniston

Anne Harrison

400 Middle Street
Amherst, MA 01002
(413) 253-7959

harrisona@elms.edu

EDUCATION:

- | | |
|---------|--|
| Present | ELMS COLLEGE, CHICOPEE, MA
Candidate for the Master of Arts in Applied Theology |
| 1989 | UNIVERSITY OF MASSACHUSETTS, AMHERST, MA
Ed.D. (Curriculum Studies) |
| 1976 | SMITH COLLEGE, NORTHAMPTON, MA
Ed.M. (Elementary Education) |
| 1975 | SMITH COLLEGE, NORTHAMPTON, MA
A.B. (Elementary Education) |

PROFESSIONAL EMPLOYMENT:

- | | |
|----------------|--|
| 1988 - present | ELMS COLLEGE, CHICOPEE, MA <ul style="list-style-type: none">• 2003 – present Vice President for Academic Affairs• 1999 – 2003 Academic Dean• 1992 - 1999 Associate Professor, Department of Education |
| 1985 - 1988 | UNIVERSITY OF MASSACHUSETTS, AMHERST, MA <ul style="list-style-type: none">• Administrator, Danforth Program for School Leadership• Associate Director, Coalition for School Improvement |
| 1983 - 1985 | NATIONAL EVALUATION SYSTEMS, AMHERST, MA
Project Manager, Department of Microcomputer Services |
| 1975 - 1983 | SMITH COLLEGE CAMPUS SCHOOL, NORTHAMPTON, MA
Teacher (Grades 1, 2, 3, and 4) |

RECENT CONSULTATIONS & PRESENTATIONS:

- 1/01 – 6/02 Massachusetts Audubon Society, Lincoln, MA
Evaluator of a three-year faculty development project in Ludlow, MA to improve teaching and learning in science and mathematics in grades K-8.

- 1/00 – 5/00 Northampton Public Schools, Northampton, MA
Taught a graduate research and evaluation course with veteran K-12 teachers.
- 1/09-23/00 University of Alabama International Programs, Tuscaloosa, AL
Taught a three-credit graduate course in Guayaquil, Ecuador focused on current methods of teaching mathematics.

OTHER PROFESSIONAL EXPERIENCE:

- 7/1/90-4/1/93 University of Massachusetts, Amherst, MA
Eastern Coordinator, National Coalition for Equality in Learning (NCEL is a Danforth Foundation-funded project linking educators in: Albuquerque, NM; Apple Valley, MN; Boulder, CO; Montgomery, AL; St. Louis, MO; San Francisco, CA; Spring & Victoria, TX; eastern PA; and, western MA.)

PUBLICATIONS AND INVITED PAPERS:

Sinclair, R.L. & Harrison, A. (1989). Learning while leading: Ralph W. Tyler helping educators meet the challenges of these times. In R.L. Sinclair and Brenda Finn (Eds.), Matters of Consequence. Amherst, MA: Center for Curriculum Studies.

Sinclair, R.L. & Harrison, A. (1989, July). Concerns for improving teacher education and renewing schools. Paper presented at the International Congress, "Improving Schools by Improving Teacher Education," sponsored by the Pestalozzianum Institute, Zurich, Switzerland.

Harrison, A. (1988). Computers in context. In R.L. Sinclair and S.M. Nieto (Eds.), Renewing school curriculum. Amherst, MA: Center for Curriculum Studies.

Sinclair, R.L. & Harrison, A. (1988, Spring). Learning while leading: Ralph W. Tyler helping educators meet the challenges of these times. Vitae Scholastica, 7.

Sinclair, R.L. & Harrison, A. (1988). The Massachusetts Coalition for School Improvement: A partnership for increasing student learning. In J. Goodlad & K. Sirotnik (Eds.), School-university partnerships in action. New York: Teachers College Press.

Harrison, A. & Sinclair, R.L. (1988, April). Insights about the perpetuation of ability grouping: Practices and attitudes of elementary school teachers. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

Sinclair, R.L. & Harrison, A. (1987, April). School and university partnership for increasing student learning: Towards a constructive means for reaching marginal students. Paper presented at the annual meeting of the American Educational Research Association, Washington, DC.

CERTIFICATIONS:

Massachusetts #0239048 (Elementary Teacher and Principal)

VOLUNTEER COMMUNITY SERVICE:

2004-present Curriculum Design Team, Martin Luther King, Jr. Charter School, Springfield, MA.

2001-2003 Board of Directors, Kimberly Foundation International, a program committed to assisting children with special needs in Costa Rica, Central America.

1985-2000 Board of Directors, Amherst Committee for A Better Chance, a program to support ten talented, highly-motivated minority youth who have chosen to leave economically-disadvantaged urban areas to attend high school in Amherst, MA.

1992-1996 Academic Tutor, Martin Luther King, Jr. Community Center, Springfield, MA.

Addendum

HISTORY OF CONSULTATIONS & PRESENTATIONS

- 1997-1999 Springfield Public Schools, Springfield, MA
Consultant – Mathematics Department
- ❖ 1998-99: Seven all-day math workshops with elementary teachers
 - ❖ 1998-99: Series of seven afterschool workshops with middle school math teachers
 - ❖ June 1998: Three-day math/science workshop with elementary teachers
 - ❖ 1997-98: Series of four afterschool workshops with middle school math teachers
- 2/99-3/99 Highland Elementary School, Westfield, MA
Led three workshops with K-4 teachers on “hands on” methods integrating language arts, math, and science.
- 2/99-3/99 John F. Kennedy Middle School, Northampton, MA

- Led two inservice math workshops addressing learning in statistics, probability, and geometry.
- 9/98-11/98 Old Mill Pond School, Palmer, MA
Led three afterschool inservice math workshops featuring "hands on" explorations
- 9/29/97 Center School, Petersham. MA
Consultant for an all-day teacher inservice workshop on current methods in math instruction utilizing the MA Curriculum Framework for Mathematics.
- 11/96-6/97 Massachusetts Campus Compact
Principal investigator of a grant promoting Community Service Learning among college students working as tutors in the Martin Luther King, Jr. Community Center in Springfield, MA.
- 1/97 Escuela Americana, San Salvador, El Salvador, C.A.
Consultant for Scott-Foresman Publishers in four all-day workshops on using "hands-on" materials in K-8 mathematics classes.
- 3/97-4/97 Sheffield Elementary School, Turners Falls, MA
Consultant for two teacher inservice sessions to discover effective ways to teach math to diverse youngsters in Grades 3-6.
- 10/5/96 Michigan State University, E. Lansing, Michigan
Presentation on teacher action research in community service learning.
- 8/96 Central High School, Springfield, MA
Instructor for four days of teacher inservice workshops, "Elementary Mathematics"
- 8/96 Escuela Americana, San Salvador, El Salvador, C.A.
Consultant for Scott-Foresman Publishers in two all-day workshops to introduce new mathematics texts in grades K-8.
- 7/96 Step Forward Program, Elms College, Chicopee, MA
Instructor in a two-week mathematics course for academically-talented middle school girls from economically-disadvantaged backgrounds.
- 10/95 Escuela Americana, San Salvador, El Salvador, C.A.
Adjunct professor for the University of Alabama, School of Education, International Programs; taught a 3-credit graduate course entitled, "Evaluation of Classroom Learning"

3/95-6/95 Escuela de Oriente, Provencia de Cartago, Costa Rica, C.A.
 Volunteer teacher of English in a small rural school serving families
 of farm workers on
 a coffee, sugar cane, and macademia plantation.

2/95 Escuela Americana, San Salvador, El Salvador, C.A.
 Adjunct professor for the University of Alabama, School of
 Education, International
 Programs; taught a 3-credit graduate course entitled, "Modern
 Elementary & Secondary
 School Programs"

10/21/94 Central High School, Springfield, MA
 One-day workshop for teachers, "Elementary Mathematics"

8/94 Lincoln Elementary School, Springfield, MA
 Four-day inservice workshop for teachers, "Elementary
 Mathematics"

4/94-5/94 Washington Elementary School, Springfield, MA
 Two workshops, "Elementary Mathematics"

4/15/94 Frank Freedman Elementary School, Springfield, MA
 Observation report of mathematics teaching and learning

6/93 Bellamy Middle School, Chicopee, MA
 Two workshops, "Equity Issues in Math and Science"

3/27/93 Association for Supervision & Curriculum Development (ASCD)
 Annual Meeting, Washington, D.C.
 General Session, Panel, "Curriculum and Community"

2/93-3/93 Tantasqua Regional Junior High School, Sturbridge, MA
 Study group with teachers, "Heterogeneous Grouping"

1/14/93 Crocker Farm Elementary School, Amherst, MA
 Presentation, "Research on Ability Grouping"

3/92-4/92 Tantasqua Regional Junior High School, Sturbridge, MA
 Study group with teachers, "Cooperative Learning"

10/9/91 Mosier Elementary School, South Hadley, MA
 Presentation, "Research on Ability Grouping"

10/3/91 Frontier Regional High School, South Deerfield, MA
 Curriculum Consultant

5/10/91	Massachusetts School Principals Association, Hyannis, MA Presentation, "Research on Ability Grouping"
5/4/91	Daniel R. Brunton Elementary School, Springfield, MA Workshop with teachers, "Introduction to Whole Language"
4/29/91	Liberty Elementary School, Springfield, MA Workshop with teachers, "Introduction to Whole Language"
4/9/91	Hadley Public Schools, Hadley, MA Presentation, "Research on Ability Grouping"
1/91-4/91	Tantasqua Regional Junior High School, Sturbridge, MA Series of workshops with teachers, "Cooperative Learning"
2/5/91	Boulder Valley School District, Boulder, CO Workshop, "Skills and Processes for School Improvement"
1/91-2/91	Frontier Regional School, Deerfield, MA Curriculum consultant to principal and department chairs
10/12/90	Gateway Regional Middle and High Schools, Huntington, MA Presentation to faculty, "Current Research on Ability Grouping"
5/1/90	Liberty Elementary School, Springfield, MA Workshop with teachers, "Cooperative Learning"
5/23/90	Windsor, CT Consultant on grouping, meeting with elementary faculty
5/22/90	Northampton, MA Presentation in public forum, "Current Research on Grouping"
4/12/90	University of Massachusetts, Amherst, MA Presentation to public school teachers & administrators, "Grouping"
3/5/90	North High School, Worcester, MA Presentation to teachers, "Tracking"
10/88-11/88	Pioneer Valley Regional High School, Northfield, MA Curriculum Consultant
1/88-6/88	Teacher Preparation Partnership, Elms College, Chicopee, MA Project Evaluator
10/87-5/88	Pioneer Valley Regional High School, Northfield, MA Curriculum Consultant
5/9/88	Holland Elementary School, Holland, MA

Presentation to teachers, "Ability Grouping"

3/16/88 Amherst-Pelham Regional High School, Amherst, MA
Presentation to parents, "Ability Grouping"

12/9/87 Peck Junior High School, Holyoke, MA
Inservice workshop, "Reaching Marginal Students"

8/87-12/87 National Geographic Society, Washington, D.C.
Curriculum Consultant, A Model for Action

Statement of Interest
Martin Luther King, Jr. Charter School of Excellence

Prepared by Anne Harrison, Ed.D.
Vice President for Academic Affairs
Elms College, Chicopee, MA 01013

The Martin Luther King, Jr. Charter School of Excellence represents, for me, a convergence of my education, professional expertise, spiritual beliefs, and civic idealism. It is an opportunity to create a learning environment that truly reflects a mission of education for social change. And, it is an opportunity to serve a segment of the Springfield population that for too long has been left at the margins of school success.

For the past thirty years, I have worked as a professional educator – first as an elementary school teacher and currently as a college administrator. Throughout my career, I have held a deep and abiding commitment to providing quality education for all children of all families. The theme of equal education guided my doctoral studies at the University of Massachusetts and has continued in my professional life and community service.

My introduction to the families of the Mason Square area in Springfield came when my (college) students and I tutored youngsters enrolled in the after-school program at the Martin Luther King, Jr. Community Center. The staff and volunteers at the center impressed me with their professionalism, dedication, and loving demeanor with children. Working with the curriculum design team of the Martin Luther King, Jr. Charter School of Excellence is a logical extension of that experience.

I am suited to the curriculum design team, I think, because I am an elementary educator, with a specialty in elementary and middle school mathematics. I have a doctorate in curriculum studies, and my research and publication interests have focused on educational equity and the needs of under-served populations. As the chief academic officer of a local college, I am also in a position to seek institutional support for the project. My participation on the design team is voluntary and without compensation. There is no conflict of interest between Elms College and the charter school, nor do I have a personal conflict of interest with the charter school or its founding members.

There is no question that the urban youth of Springfield live with a heightened risk of school failure due to issues such as poverty, under-employment, crime, and despair. Like many cities, Springfield serves a racially, linguistically, and economically diverse population. Sadly, too many urban youth simply “fall through the cracks.”

The Martin Luther King, Jr. Charter School of Excellence will create community within the urban malaise. The school will give hope to families who expect, need, and deserve rigorous academic and social programs for their children. And, the school will provide a tangible legacy of Dr. King’s vision of education for social change, preparing students for the civic engagement that is at the very heart of our democracy.

Terez Waldoch

19 Carolyn Street
Florence, MA 01062
(413) 584-4160
waldocht@crocker.com

Wildwood School
71 Strong Street
Amherst, MA 01002
(413)549-6300

EDUCATION

University of Massachusetts/Amherst
Math, Science, Instructional Technology, Ed.D.
1994

University of Massachusetts/Amherst
Humanistic Education, M.A.
1973

Mount Mary College/Milwaukee
Elementary Education, B.A.
1963

ADDITIONAL EDUCATION

University of Massachusetts/Boston
Harbor Explorations
Summer Institute
1990

University of New York/Buffalo
Creative Problem Solving Institute
1968,1969

EMPLOYMENT

Principal
Wildwood Elementary School
71 Strong Street
Amherst, Massachusetts 01002
1999-present

Assistant Principal
Wildwood Elementary School
71 Strong Street
Amherst, MA 01002
1998-1999

Teacher
Wildwood Elementary School
71 Strong Street
Amherst, MA
1972-1998

Educational Consultant
Harvard-Smithsonian Center for Astrophysics
Science Media Group
Cambridge, MA 02138
February - July, 1997

Teaching Assistant
University of Massachusetts
Entomology Department
1996-1997

Project Leader - National Science Foundation
Scientific Reasoning Research Institute
University of Massachusetts
1989-1990

Teaching Assistant
University of Massachusetts
Department of Education
Early Childhood Program
Science Methods
1985

OTHER PROFESSIONAL EXPERIENCES

Co-leader
Women in Leadership
Harvard Principal Center
Harvard University
Cambridge, Massachusetts
2000

Member
Committee on Educational Programs
Historic Deerfield, MA
1999-present

Member of Editorial Board
International Journal of Research in Science Teaching
1999-present

Interviewer and production collaborator
Teacher Education Video Project - Inquiry
Harvard-Smithsonian Center for Astrophysics
1999

Mentor Teacher
STEMTEC (Science, Technology, Engineering,
Mathematics Teacher Education Collaborative)
NSF Project
University of Mass./Five Colleges, Inc.
Amherst, MA
1997-1999

Presenter
Misconceptions to Constructed Understanding
Conference
Cornell University
Ithaca, NY
June, 1997

Presenter
National Science Teachers Association Conference
St. Louis, MO

April, 1996

Presenter
American Educational Research Association
Conference
San Francisco, CA
April, 1995

Chairperson
Curriculum Overview Committee
Amherst Elementary Schools
Amherst, MA
1990-1995

Consultant
Case Studies Project
Science Media Group
Harvard-Smithsonian Center for Astrophysics
Cambridge, MA
1994-1995

Consultant
Private Universe Project
Science Media Group
Harvard-Smithsonian Center for Astrophysics
Cambridge, MA
1993-1994

Presenter
New England Educational Research Organization
Conference
Portsmouth, NH
1993

PROFESSIONAL MEMBERSHIPS

Amherst-Pelham Teachers Association
Massachusetts Teachers Association
National Science Teachers Association
Massachusetts Association of Science Teachers
National Education Association
Association of Supervision and Curriculum
Development
American Educational Research Association
National Association of Elementary School Principals

RECOGNITION

Presidential Award for Excellence in Science Teaching -
Massachusetts
1993

**Terez Waldoch, Ed.D.
19 Carolyn Street
Florence, Massachusetts 01062**

September 8, 2004

To Whom It May Concern:

I am writing to express my interest in the Martin Luther King Charter School. I have been a member of the education design team for several months and have been a strong advocate of creating this school in the Springfield community. The Martin Luther King Community Center has been successful in providing needed services for the children in Springfield for many years. Part of the strong philosophy behind this new charter school is to join the efforts of the MLK Community Center and create a learning community. This, I believe, is extremely important for children who are lost in the larger community for many reasons that are addressed in the plans for the Martin Luther King Charter Public School.

My background in public school education in Massachusetts has been as an elementary teacher and administrator for thirty-four years. I have been a teacher at Wildwood Elementary School in Amherst, Massachusetts for over twenty years. Then, I served as assistant principal and principal for the past six years, retiring this past summer. I have been devoted to children and their education for many years and have a strong understanding of the needs of children. I have seen children from all socio-economic groups and have noted the difficulties they experience in being successful in school. It is my strong belief that the Martin Luther King School will serve the children with strong academic, behavioral, and service programming. The children will be supported as individuals and members of the community.

The Martin Luther King School will be a strong asset to the community of Springfield and I am committed to support the school in any way possible.

Sincerely,

Terez Waldoch, Ed.D.

Sherril Ann Willis
59 Eastern Avenue
South Deerfield, Massachusetts 01373
(413) 665-0279
[*dgaylord@massed.net*](mailto:dgaylord@massed.net)

PROFESSIONAL SKILLS:

Teaching - I have approximately 22 years of teaching experience on the elementary level.

Other Work Experience:

- ❖ Minister - United Church of Christ
- ❖ Textbook Manager - Springfield College Bookstore
- ❖ Rehabilitation Instructor - Goodwill Industries, Inc. (Residential Program)

WRITING:

Have been writing extensively over the past 20 years on a professional basis. My writing skills have been developed through various workshops many in conjunction with the Western Massachusetts Writing Project.

BOOKS PUBLISHED:

2002 LAVENDER ROSE –POEMS
1994 SPACE INSIDE THE NIGHT –A COLLECTION
 OF POEMS

OTHER ITEMS PUBLISHED:

1993 JOURNAL OF NEW ENGLAND READING ASSOCIATION: “Taking a
 New Look at Some Old Favorites: Revisiting Pictures Books, a Useful
 Tool in Teaching Multiculturalism”

Works have also appeared in the following anthologies:

1996-2004 Teachers as Writers- Retreat Anthology of Works in Progress
1994 & 1997 A COLLECTION OF POETRY FROM “INTERFACE”

- ❖ Dance on the Horizons
- ❖ Images, An Anthology of Award Winning Verse and Prose
- ❖ Poetic Voices of America
- ❖ The Best Poems of the “90’s”
- ❖ Quiet Moments
- ❖ Sunrise, Sunset, Anthology of Poetry
- ❖ The American Poetry Anthology
- ❖ Whispers in the Wind, A Collection of Poetry
- ❖ Free Focus

Currently working on:

- ❖ DEAD- A Collection of Poems
- ❖ SPIRITUALITY IN THE PUBLIC SCHOOL CLASSROOM

PROFESSIONAL EMPLOYMENT:

Wildwood Elementary School
Amherst, MA

Regular Education Classroom Teacher - Grades 3 & 4

- ❖ September 1989 – June 1997

Reading Recovery/General Education Support Teacher

- ❖ September 2001 - present

Springfield Public Schools
Springfield, MA

Regular Education Classroom Teacher – Grades 3 & 4

❖ January 1986 – June 1989

Substitute Teacher (various grades and subjects)

❖ September 1982 - October 1983

Long-term Substitute Teacher – Grades 3 & 4

❖ October 1980 – June 1981

Diocese of Springfield
Springfield, MA

Regular Education Classroom Teacher Grades 3/4

❖ September 1977 – June 1980

Team Teacher Grades 4 – 6

❖ March 1977 - June 1977

EDUCATION:

Andover Newton Theological School
Newton Centre, MA

2002 – **Masters of Divinity**

Westfield State College
Westfield, MA

1993 – **Masters of Consultant Teacher of Reading**

College of Our Lady of the Elms
Chicopee, MA

1977 – **Bachelors of Science (Sociology & Education)**

Also attended:

Assumption College

Worcester, MA

Sept. 1972 - Dec. 1973

Springfield College

Springfield, MA

1980, 1982, 1983

American International College

Springfield, MA

1988

University of Massachusetts

Amherst, MA

1990, 1995

Interests:

Quilting, knitting, drumming, hiking, cross-country skiing, canoeing

“You are as good as anyone.”

This is a quote from the mother of The Reverend Dr. Martin Luther King, Jr. It was a saying that guided King throughout his life. I adamantly believe that these few, yet powerful words, summarize why I support the establishment of the Martin Luther King, Jr. Charter School of Excellence.

In my opinion, the purpose of public education is to provide children with hope so that they can grow into adults who are positive thinkers and who actively participate in building a strong, healthy community. This philosophy aligns itself to the teachings of Dr. King and it is in keeping with the belief that the “beloved community,” a place of *agape* (pure love) and altruism can be realized. This beloved community can only come to fruition when educators are committed to making sure that each and every child has the opportunity to reach his/her fullest academic potential.

The Martin Luther King, Jr. Charter School of Excellence will be a place where children can come to learn what it means to be an individual. It will also be a place that helps children to comprehend the meaning of “being *one* within a community.” Individuality, as well as interdependence and connectedness to all creation, will be values that are held in high regard and fully honored.

I believe that all who become involved in the Martin Luther King, Jr. Charter School of Excellence will have the opportunity to experience putting into action the values of justice, moral discipline and integrity. Achievement of these values will occur through the integration of personal goals, community involvement and academic successes. Personal goal setting, community involvement, and academic achievement will aide in diminishing negative attitudes and decreasing fear among the populace, thus creating a new generation of empowered children. It will also provide students ample opportunities to practice the skills of mediation, cooperation and negotiation; all of which are necessary for a democratic society to function properly.

I know that by teaching to the whole child and participating in authentic assessment, that children will be successful and happy, high achievers. As a Consulting Teacher of Reading (Licensed Reading Specialist) I hope to add my professional expertise to the Design Team. I bring to the team my knowledge of a variety of reading programs, techniques, strategies and skills which can help children in kindergarten through the twelfth grade. I have many years of experience working as a classroom teacher, as well as with small groups and one-to-one. I am also very familiar with the Massachusetts Standards, MCAS testing and I am a trained Reading Recovery teacher.

I sincerely believe that the Martin Luther King, Jr. Charter School of Excellence will embrace many components of education that have been missing from the public schools in Springfield. As a graduate from the Springfield Public Schools, a former Springfield Elementary School teacher, and an African American woman with family ties to Springfield, I want to see this Charter become a reality so that *hope* in public education can once again burn in the hearts and souls of the citizens of Springfield. We can become a city that puts excellence back into education, by empowering our children with high academic standards, moral concern, community values and connectedness in the struggle towards justice. I believe that I have no conflict of interest.

Respectfully Submitted,
Sherril A. Willis

4th and 5th GRADE CURRICULUM SAMPLES

English Language Arts	Sample skills	Performance Examples	Selected Benchmarks
4th grade	Writing: spelling, grammar, independent writing. Reading: silent reading, reading aloud, independent reading, bibliography. Oral: discussion, read aloud, recite poems, read speeches.	Apostrophes. Commas. Write paragraph with topic sentence. Prepositions. Terms associated with poetry and fiction (stanza, line, novel, plot).	Write descriptive essay. Expanded independent reading. Recite speeches and composed poems.
5th grade	Writing: revision, more expository writing. Reading: longer pieces (essays, plays, novels, biographies). Oral: deliver short talks, recite poems and dramatic passages.	Write reports, expository essays. Colon. Question mark. Direct and indirect objects. Drama: tragedy, comedy. Imagery, simile, metaphor. Alliteration, onomatopoeia.	Write book reports. Revise essays. Read variety of genres and discuss fully. Deliver short talk & recite dramatic passage.

Mathematics	Sample Skills	Performance Examples	Selected Benchmarks
4th grade	</>. Multiplication/division with money. Diameter/radius. Formulas for area. Decimals to fractions. Rounding decimals.	2 step word problems. Intersecting lines. Reduce fraction to lowest terms. Plot points on grid. Positive/negative numbers on line.	Create and interpret bar graphs & line graphs. Change improper fractions to mixed numbers. Make change in amounts to \$100. Identify different ways of writing division problems.
5th grade	Sets and members. Prime numbers < 50. Simple ratios. %. Measure angles. Find average. Graph simple functions. Write equations for word problems.	Greatest common factor. Rounding decimals. Create scale drawing using ratios. Problems with more than 1 operation	Solve word problems using multiplication. Solve division problems with remainders, rounding a decimal quotient. Check division problem by multiplying (and adding remainder). Find areas of triangles.

Science	Content	Sample skills	Performance examples
4th grade	The Human Body. Chemistry Basics. Electricity. The Earth and its Changes. History of the Earth: Geologic Times. Meteorology. Science bios.	Circulatory & respiratory systems. Atoms. Earthquakes & volcanoes. Hurricanes & tornadoes.	Parts of circulatory system. Respiration. Describe geyser Old Faithful.
5th grade	Classifying Living Things. Cells: Structures & Processes. Photosynthesis. Life Cycles & Reproduction. The Human Body. Chemistry: Matter & Change. Physical Change: Energy Transfer. Physics: Speed, Work & Power. Astronomy: Models of the Universe.	Classification of living things. Types of cells. Photosynthesis. Birth/death. Reproductive system. Periodic table. Intro to physics concepts & math.	Classify a pet. Structure of cell. Role of sunlight & water in photosynthesis. Reproduction in flowering plant. Salt & water (compounds). Math formula for speed.

Social Studies	Sample skills	Performance examples
4th grade	Europe in middle ages. Spread of Islam. Declaration of Independence, Revolutionary War, Constitution. Relief maps. Longitude/latitude.	Describe feudalism. ID Mohammed, Mecca. Causes of the American Revolution. Sojourner Truth. Highest mountain on each continent.
5th grade	Renaissance. Reformation. Feudal Japan. Clash between Meso American civilizations and European explorers. Westward expansion. Civil War, Reconstruction. Climate zones, time zones.	Achievements of Aztecs, Mayans, Incas. Role of Ku Klux Klan. Why/how did reconstruction end? War with Mexico: when, why, what result? Civil War: causes and results?