

Harvest Academy of Learning Charter School
Prospectus
August 2, 2010

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COMMONWEALTH CHARTER APPLICANT INFORMATION SHEET

This form must be attached to the letter of intent, prospectus, and final application. Please type information.

Name of Proposed Charter School: Harvest Academy of Learning Charter School

School Address (if known): 761 Sumner Avenue, P.O. BOX 80354

School Location (City/Town REQUIRED): Springfield, Massachusetts 01138-0354

Primary Contact Person: Dr. James L. Gill, Jr.

Address: 761 Sumner Avenue, P.O. BOX 80354

City: SPRINGFIELD **State:** MA **Zip:** 01138-0354

Daytime Tel: (413) 781-5100 **Fax:** ()

Email: jamesgill9@aol.com

1. The proposed school will open in the fall of school year: 2011-2012

School Year	Grade Levels	Total Student Enrollment
First Year	PreK-3	75
Second Year	PreK-5	115
Third Year	PreK-6	155
Fourth Year	PreK-7	195
Fifth Year	PreK-8	235

2. Grade span at full enrollment: PreK-8

3. Total student enrollment when fully expanded: 235

4. Age at entry for kindergarten, if applicable: PreK – 3 years; Kindergarten – 5 years

5. Will this school be a regional charter school? Yes No

If yes, list the school districts (including regional school districts) in the proposed region. Please only list districts that are included in Appendix B. (Use additional sheets if necessary.)

<u>Chicopee</u>	_____	_____	If no, plea se spec ify
<u>Springfield</u>	_____	_____	
<u>Holyoke</u>	_____	_____	

the district’s population as reported in the most recent United States census estimate for the community the school intends to serve: _____.

The Board of Elementary and Secondary Education shall not approve a new Commonwealth charter school in any community with a population of less than 30,000 as determined by the most recent United States census estimate [available at: <http://www.census.gov/>], unless it is a regional charter school. (MGL c. 71 § 89(i)(1).

<u>Chicopee</u>	_____	_____	_____
<u>Springfield</u>	_____	_____	_____
<u>Holyoke</u>	_____	_____	_____

6. For all proposed charter schools, list the districts that are contiguous with the proposed school’s district or region. Please only list districts that are included in Appendix B. (Use additional sheets if necessary.)

7. Is the proposed school to be located in a district where overall student performance on the MCAS is in the lowest 10 percent, as designated in Appendix B? Yes No

8. Will the proposed school be located in a district or districts in which the 9 percent net school spending cap is, or could be, exceeded by 2010-11 applications? Yes No

9. Is the applicant group currently the board of trustees of an existing charter school? Yes No

10. Is the applicant group/board of trustees intending to create a network of schools? Yes No

11. If the applicant group/board of trustees is intending to create a network of schools, how many applications is the group submitting in the 2010-11 application cycle? N/A

12. Do members of the applicant group currently operate or are they employed by a private or parochial school? Yes No

STATEMENT OF ASSURANCES

This form must be signed by a duly authorized representative of the applicant group and submitted with the final application. An application will be considered incomplete and will not be accepted if it does not include the Statement of Assurances.

As the authorized representative of the applicant group, I hereby certify under the penalties of perjury that the information submitted in this application for a charter for Harvest Academy of Learning Charter School to be located at 761 Sumner Avenue, Springfield, Massachusetts 01138 is true to the best of my knowledge and belief; and further, I certify that, if awarded a charter, the school:

Will not charge tuition, fees, or other mandatory payments for attendance at the charter school, for participation in required or elective courses, or for mandated services or programs (Mass. Gen. Laws c. 71, § 89(m), and 603 CMR 1.03(3)).

Will not charge any public school for the use or replication of any part of their curriculum subject to the prescriptions of any contract between the charter school and any third party provider (Mass. Gen. Laws c. 71, § 89(l)).

Will permit parents to enroll their children only voluntarily and not because they must send their children to this school (The Elementary and Secondary Education Act of 1965, as amended, Title V, Part B, Subpart 1 — Public Charter Schools Section 5210(C)).

Will enroll any eligible student who submits a timely and complete application, unless the school receives a greater number of applications than there are spaces for students. If the number of application exceeds the spaces available, the school will hold a lottery in accordance with Massachusetts charter laws and regulations (Mass. Gen. Laws c. 71 § 89(n), and 603 CMR 1.06).

Will 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 (Mass. Gen. Laws c. 71, § 89(m)).

Will be secular in its curriculum, programs, admissions, policies, governance, employment practices, and operation in accordance with the federal and state constitutions and any other relevant provisions of federal and state law.

Will comply with the federal Age Discrimination Act of 1975 and Title IX of the Education Amendments of 1972.

Will adhere to all applicable provisions of federal and state law relating to students with disabilities including, but not limited to, the Individuals with Disabilities Education Act, section 504 of the

Rehabilitation Act of 1974, and Title II of the Americans with Disabilities Act of 1990 and chapter 71B of the Massachusetts General Laws.

Will adhere to all applicable provisions of federal and state law relating to students who are English language learners including, but not limited to, Title VI of the Civil Rights Act of 1964, the Equal Educational Opportunities Act of 1974, and chapter 71A of the Massachusetts General Laws.

Will comply with all other applicable federal and state law including, but not limited to, the requirement to offer a school nutrition program (Mass. Gen. Laws c. 69, § 1 (c)).

Will meet the performance standards and assessment requirements set by the Board of Elementary and Secondary Education for all students in public schools including, but not limited to, administering the Massachusetts Comprehensive Assessment System (MCAS) (Mass. Gen. Laws c. 71, § 89(v), and 603 CMR 1.05(1)(i)).

Will submit an annual report to the Department of Elementary and Secondary Education on or before the required deadline (Mass. Gen. Laws c. 71 § 89(jj)).

Will submit an accountability plan no later than the end of the first year of the school's charter, establishing specific five-year performance objectives as specified in the state regulations (603 CMR 1.05 (1)(j)) and guidelines.

Will submit an annual independent audit to the Department of Elementary and Secondary Education and the Office of the State Auditor no later than January 1st of every year, as required by the charter school statute (Mass. Gen. Laws c. 71, § 89(jj), or at such other time as designated in 603 CMR 1.09 (3)).

Will submit required enrollment data each March to the Department of Elementary and Secondary Education by the required deadline (Mass. Gen. Laws c. 71, § 89(o), and 603 CMR 1.09(4)).

Will meet enrollment projections through demonstration of support for the proposed charter school in the communities from which students would be likely to enroll (603 CMR 1.05 (c)).

Will operate in compliance with generally accepted government accounting principles (Mass. Gen. Laws c. 71, § 89(jj)).

Will maintain financial records to meet the requirements of Mass. Gen. Laws c. 71, § 89 and 603 CMR 1.00.

Will participate in the Massachusetts State Teachers' Retirement System (Mass. Gen. Laws c. 71, § 89(y)).

Will employ individuals who either hold an appropriate license to teach in a public school in Massachusetts or who will take and pass the Massachusetts Tests for Educator Licensure (MTEL) within their first year of employment and meet all applicable staff requirements of the federal No Child Left Behind Act (Mass. Gen. Laws c. 71 § 89(ii), and 603 CMR 1.07).

Will provide the Department of Elementary and Secondary Education with written assurance that a criminal background check has been performed, prior to their employment, on all employees of the school

who will have unsupervised contact with children (Mass. Gen. Laws c. 71, § 38R, and 603 CMR 1.05(3)(d)).

Will obtain and keep current all necessary permits, licenses, and certifications related to fire, health, and safety within the building(s) and on school property (603 CMR 1.05(1)(p), 1.05(3)(g), 1.05(3)(h), and 1.09(6)).

Will maintain uninterrupted necessary and appropriate insurance coverage (603 CMR 1.05(3)(j)).

Will submit to the Department of Elementary and Secondary Education the names, home addresses, and employment and educational histories of proposed new members of the school's board of trustees for approval prior to their service (603 CMR 1.05(3)(a)).

Will ensure that all members of the school's board of trustees file with the Department of Elementary and Secondary Education, the State Ethics Commission, and the city or town clerk where the charter school is located completed financial disclosure forms for the preceding calendar year according to the schedule required by the charter school office (Mass. Gen. Laws c. 71, § 89(u)). The disclosure is in addition to the requirements of said chapter 268A and a member of a board of trustees must also comply with the disclosure and other requirements of said chapter 268A.

Will recognize, if applicable, an employee organization designated by the authorization cards of 50 percent of its employees in the appropriate bargaining unit as the exclusive representative of all the employees in such unit for the purpose of collective bargaining (Mass. Gen. Laws c. 71, § 89(y)).

Will provide the Department of Elementary and Secondary Education with a federal taxpayer identification number issued solely to the charter school and all required information regarding a bank account held solely in the name of the charter school (603 CMR 1.05(4)).

Will, in the event the board of trustees intends to procure substantially all educational services for the charter school through a contract with another person or entity, submit such contract for approval by the Board of Elementary and Secondary Education to provide for any necessary revisions and approval prior to the beginning of the contract period (Mass. Gen. Laws c. 71, § 89(k)(5)).

Will notify the Department of Elementary and Secondary Education immediately in writing of any change in circumstances that may have a significant impact on the school's ability to fulfill its goals or missions as stated in its charter (603 CMR 1.09(7)).

Will submit in writing to the Commissioner of Elementary and Secondary Education a request to amend its charter if the school plans to make a change to its operations as defined in 603 CMR 1.11.

Signature

Date

Affiliation

STATEMENT OF ASSURANCES FOR THE FEDERAL CHARTER SCHOOL PROGRAM GRANT

These additional assurances are required to ensure compliance with requirements for the federal Charter Schools Program grant:

Will annually provide the U.S. Secretary of Education and the Department of Elementary and Secondary Education such information as may be required to determine if the charter school is making satisfactory progress toward achieving objectives described in this application (The Elementary and Secondary Education Act of 1965, as amended, Title V, Part B, Subpart 1 — Public Charter Schools Section 5203(b) (3)).

Will cooperate with the U.S. Secretary of Education and the Department of Elementary and Secondary Education in evaluating the program described in the application (The Elementary and Secondary Education Act of 1965, as amended, Title V, Part B, Subpart 1 — Public Charter Schools Section 5203(b) (3)).

Will provide other information and assurances as the U.S. Secretary of Education and the Department of Elementary and Secondary Education may require (The Elementary and Secondary Education Act of 1965, as amended, Title V, Part B, Subpart 1 — Public Charter Schools Section 5203(b) (3)).

Signature

Date

Affiliation

Harvest Academy of Learning Charter School

EXECUTIVE SUMMARY

The Harvest Academy of Learning Charter School seeks to establish a learning environment for Pre-Kindergarten through 8th grade students, cultivating potential within each child and equip them with the skills, knowledge, and confidence necessary to pursue educational excellence as they succeed in a multicultural world. HALCS will deliver a rigorous, innovative educational program integrating the following themes:

- Academic Rigor
- Character Education
- Excellent Instruction
- Service Learning

Public Statement

The Harvest Academy of Learning will provide a nurturing and safe environment that inspires critical thinking, imagination, self-reliance and respect for others. The founding members of HALCS gathered in March 2010 with a vision to create a school where students are intensely engaged in learning, where parents, teachers and students can actively contribute to an academic community that promotes both the mastery of challenging material and the social-emotional well-being of all students. The three founding members, all of whom have deep and caring connections to the communities of Springfield, Chicopee and Holyoke. They possess the proven skills and experience in education, management, finance, and evaluation needed for the creation and successful development of a charter school. The founding members are: Hampden County Sheriff's Department Superintendent, Dr. James L. Gill, Jr., Educators, Betty S. Gill and Dr. Monsita J. Moorehead

I. Charter School Mission, Vision, and Description of the Community(ies) to be Served

A. Mission Statement

Harvest Academy of Learning Charter School Mission is to collaborate with families and community based institutions of learning in striving and cultivating scholastic potential within each child and equip them with the skills, knowledge and confidence necessary to pursue educational excellence as they succeed in a multicultural world. The School will provide a nurturing and safe environment that inspires critical thinking, imagination, self-reliance and respect for others.

B. Vision Statement

Harvest Academy of Learning Charter School Vision is to provide a comprehensive and challenging educational plan that provides all children with the tools necessary for future success. Students will become critical thinkers, well-prepared, life-long learners through participation in a teacher-directed program, based on a balanced literacy approach in reading and language arts. The curriculum is aligned with the Massachusetts Department of Elementary and Secondary Education's Content and Performance Standards.

C. Description of the Community(ies) to be Served

The percentages of children living in poverty has grown significantly over the last five years in Springfield, Holyoke, Chicopee and more than a dozen other school districts in the Connecticut River Valley, according to new figures from the U.S. Census bureau. (Freemand, 2008).

In the Fall of 2009, the Department of Elementary and Secondary Education identified 12 schools as struggling to meet the objectives outline in their perspective School Improvement Plans. In Springfield 10 schools were Alfred G. Zanetti, Brightwood, Chestnut Street Middle, Elias Brookings, Gerena, High School of Commerce, Homer Street, John F. Kennedy Middle, M. Marcus Kiley Middle and White Street. The two in Holyoke were Morgan and William J. Dean Technical High schools (The Republican, September 2009).

School	low income students	special education students	limited English speakers
■ Springfield:			
Alfred G. Zanetti	64.8%	14.6%	6.4%
Brightwood	95.7%	20%	31.3%
Chestnut Street Middle	88.5%	26.6%	22.2%
Elias Brookings	90.6%	27.3%	19.3%
Gerena	79.9%	12.9%	13.3%
High School of Commerce	77%	28.6%	15.5%
Homer Street	90.5%	21.4%	13.9%
John F. Kennedy Middle	91.5%	23.9%	9.9%
M. Marcus Kiley Middle	87.6%	26.5%	13.8%
White Street	92.4%	11.3%	24.1%
■ Holyoke:			
Morgan	93.9%	26.7%	44.1%
William J. Dean Technical	81.6%	33.3%	23.6%

Although these communities spent funding on professional development training for teachers, purchased the latest technology equipment, learning resources, students are still not successful in demonstrating proficiency on district assessment, and state testing. HALCS contends that for these reasons, given an alternative to current public learning institutions, students and families alike will benefit from a learning environment that fosters a rigorous, innovative and nurturing educational program such as The Harvest Academy of Learning Charter School.

The 21 century demands a highly skilled, educated workforce and suffocated communities in which global enterprises will want to build thriving and innovative companies. The global enterprise and forever plunging economy has made change and innovation the new status quo, however public education continues to struggles in preparing young people. Where will the students of the abovementioned schools working if we cannot find the right solution to this increasing problem?

II. How will the school demonstrate academic success?

A. Educational Philosophy

Essential to establishing excellent instructions, the learning environment must be one in which a child can develop a sense of joy. HALCS founders believe that students maintain and thirst for knowledge when he or she can find joy in whatever their doing. Teachers will required to create classrooms that fosters a warm and nurturing atmosphere in which students will feel comfortable learning.

B. Curriculum and Instruction

The Harvest Academy of Learning Charter School will adopt for its core curriculum, an instruction direct approach based on our learning objective, align with the Massachusetts Department of Elementary and Secondary Education Curriculum frameworks, and research based best practices and programs.

Academic Rigor

English Language Arts

HALCS will us the Balanced Literacy Approach program to which will allow teachers to teach Reading, Vocabulary, and Writing in a range of strategies. This balanced literacy framework will take place during a 135 minute block for grade levels Pre-K-5 and 120 minute block for grades 6-8 to include writing, spelling, vocabulary development, and the use of fiction and nonfiction literature. The focus is on integration of skills and strategies in meaningful context and reading comprehension. Flexible grouping of students within a classroom setting allows teachers to cluster groups of students at their instructional level. In addition, clustering students helps to promote cooperative learning in which students learn how to collaborate on various project-based assignments. One most favored by the Founding Members is the Literacy Circle in which students are trained in accountable talk strategies and share or discuss pertinent information among one another and able to make inform decisions.

The Founding Members are currently exploring the Reading and Writing programs to meet the school is learning objectives, such as Fountas & Pinnell’s Reading Assessment System. This program is an early intervention and assessment program designed to help the lowest achieving student to learn to use effective reading strategies in making accelerated progress. I t will also to be used to assess students

reading levels so that the data could be shared among the staff and leadership to access meeting the learning objectives and State benchmarks.

Two of the Founding Members are teachers in Springfield Public Schools and have express concern regarding students in grades 4 through 8 are still performing low on the MCAS composition assessments. To address this concern at HALCS, the Founding Members are looking to implement a writing program that will help students become better writers and revisers. One such program is Writers' Express Curriculum that will make characteristics of good writing clear for students. It is a scripted curriculum that helps students understand the key elements of writing enables them to develop skills in all forms of writing and helps them to succeed on any assessment and to take charge of their own writing process.

Mathematics

Our Mathematics Curriculum will be aligned with the DESE Curriculum frameworks, HALCS learning objectives, other researched programs or best practices and will be 90 minute uninterrupted block for mathematics each day at all grade levels (4-8 as we expand). HALCS is looking at implementing the Houghton-Mifflin Math Curriculum in grade levels Pre-K – 5. The focus will be on concepts and not drills. Math will be integrated across other content areas and as part of ongoing classroom routines, i.e. outdoor play, and during transitioning throughout the day.

In addition, HALCS will look at the some other model to supplement the Math Curriculum such as Everyday Math to enrich mathematical experiences of teachers and students. Everyday Math is a curriculum of rich content designed to prepare students for more advanced mathematics in middle and high school. The supplemental curriculum will support HALCS in keeping aligned with the learning objectives as well as state stands.

Science and Social Studies

Our Science and Social Studies Curriculum will be aligned the DESE Curriculum frameworks, and will be instructed in 45 increments respectively. HALCS educational planning commitment is in the process of identify researched based programs and resources that will enhance instructions in these content subjects meeting the needs of our learning objectives of rigor, character education, excellent instruction and service learning.

Art

The Arts curriculum will be integrated into the learning instruction and applied of collaborated in across curriculum. HALCS founding members believe that the importance of art being infused in day to day learning instructions is instills creativity and inspires students to think outside of their comfort zone.

Music

HALCS educational planning committee seeks to design a Music curriculum that will empower positive learning experience for students. Research suggest that integrating soft classical music played during a classroom writing period, help students stay focus and on topic responding to writing prompts and/or mathematical problem-solving open responses. The EPC will explore all research based programs and/or best practices that support the proposed charter.

Character Education

Character Education will be taught at all grade levels at The Harvest Academy of Learning Charter School. EPC members are exploring various research based curriculum to be integrated in the school's educational plan. The faculty, staff and governing body will model and advocate the core values of using Character Education, which includes: honesty, respect, tolerance, fairness, discipline, integrity, responsibility, trust, and citizenship. The expectation throughout the school is that students will live up to a school honor code (to be drafted later). All stakeholders of HALCS will learn and understand about cultures and beliefs of others and they will learn to be tolerant and respectful.

Service Learning

The founding members of HALCS believe that service learning is an important part of developing well-rounded students. By integrating learning service curriculum into the educational plan, the founding members believe that students will relate gained academic knowledge with real world life experiences. EPC will be exploring community options for students to complete project based services throughout Springfield, Chicopee and Holyoke communities. Students will be required keeping a weekly journal to journal their experience and submitting a written paper on a final project (5-8) when HALCS reaches full enrollment.

Excellent Instruction

The Educational Planning Committee recommend and emphasize to the founding members that essential for delivering academic rigor and to fulfilled the learning objectives, teachers, staff and administrators as stakeholders in educating leaders of tomorrow, that excellent instruction must take place through the learning environment. When students are exposed to educators who go beyond the realm of their instruction spectrum they are developing exceptional leaders of tomorrow. The committee will research the most highly effective professional development resources to train teachers and all stakeholders in delivering excellent instructions.

C. Assessment System

In addition to the mandated Massachusetts Comprehensive Assessment System (MCAS), and quarterly school benchmark assessment, Harvest Academy of Learning Charter School is exploring Pearson Stanford Assessment series as a means to track student data and progress.

Three times a year, and with the objectives of the school's program and the Massachusetts Department of Elementary and Secondary Education's Content Standards in mind, teachers will collaborate with students and parents in completing written "Progress Summaries" to include both descriptive and quantifiable information about the progress of each student toward the goals and objectives set in his or her educational plan. These summaries will be based on information collected through the following methods:

- Student Portfolio: a collection of student work, chosen during weekly or bi-weekly conferences with the teacher, to document progress over time, especially in writing and communicating knowledge
- Teachers' Records: descriptive notations from observation of student's activities, interests, evidence of learning style and strategies, and/or interactions with others
- Inventories: formally recorded data tracking acquisition of skills, especially in reading and math; forms will be standard within the school so as to be useful to teachers throughout a student's career
- Student Journals: logs kept by students, demonstrating knowledge of content, reading and research activities, thinking processes, and reflection on progress toward goals
- Performance Reviews (the style of which are guided by the content to be reviewed): on-demand performance tasks, such as writing samples, open-ended problems and explorations, quizzes, lab experiments, etc.; public exhibitions, such as musical and dramatic performances, demonstrations of skills and strategies, oral reports, debates on topics in social studies, etc.
- Peer Evaluations: discussions, after teacher modeling, with peers on progress of knowledge, expressive abilities and productive learning strategies.

D. School Characteristics

HALCS will serve children PreK-8th grade, in three self-contained classes per grade. School will be in session 180 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 HALCS begins at 7:35 AM and ends at 3:00 PM. The bulk of the learning day is a total of 135 minutes of English language arts and 90 minutes of mathematics. There will also be 45 minute learning period for science, social studies, computers, physical education/health, and music. The Arts Curriculum will be integrated in classroom instructions. Below is a tentative classroom schedule for HALCS.

7:35 – 7:50
ARRIVAL & BREAKFAST

7:50 – 8:20
MORNING MEETING

8:20 – 9:05
SCIENCE

9:05 – 9:50
ELA

9:50 – 10:35
ELA

10:35– 11:20
ELA

11:20 – 12:05
MATH

12:05 – 12:50
LUNCH & RECESS

12:50 – 1:35
MATH

1:35 – 2:20
PE/ HEALTH
MUSIC

2:20 – 2:35
SUSTAINED SILENT READING

The learning environment at HALCS begins with a healthy and nutrition breakfast and Morning Meeting. HALCS will integrate the Responsive Classroom curriculum to promote a culture of learning in the school. The Responsive Class curriculum focuses on guiding principles that instills productive learning in taking place, students, teachers and school leadership are accountable, responsible, and expectations are set and achieved. Moreover, it allows for students as stakeholders take part in establishing classroom rules, set logical consequences to address inappropriate behaviors and more important it gives students the sense ownership in the learning process. Finally, the school day ends with every stakeholder reading silently during Sustained Silent Reading. When children routinely reading, they begin to understand the importance of reading and learn to enjoy it.

E. Special Student Populations and Student Services

The Founding Members believes that every child can learn, they learn differently and cooperatively as well. There it is the Founders premises that students of special needs, whether they are gifted or struggling learners best benefit from when taught with others. HALCS will comply with all the federal and state mandates required in educating students who are diagnosis with learning disabilities, talented and gifted, and any other impairment. HALCS do so accordingly to the laws of IDEA and its amendment, Title I and its amendments, Education 504 and its amendments to ensure all students receive a free and appropriate education to the best of its ability and that of students.

III. How will the school demonstrate organizational viability?

A. Capacity

The program committee of the board of directors of the Harvest Fellowship Church, pursuant to the Church strategic plan, recommended that the church sponsor an application for the Harvest Academy of Learning to partner with the church and carry out the mission of delivering excellence instruction for inner city children. The Church agreed to be the nucleus of a founding board and selected Harvest Fellowship Founder and Pastor to be lead founder.

The founders are a diverse group with strong ties to Springfield and skills that guarantee the viability Harvest Academy of Learning Charter School. Founding group members share a passion for educating Springfield's children, a compelling calling to accomplish this mission. The founding members have been meeting weekly for the last seven months. All founding board members live and/or work in Springfield and Chicopee. Five new members will be joining the current founding members to makeup HALCS Board of Trustees. In addition to the Board of Trustees, an Advisory Board that will consist of six members including one founding Member. During the HALCS planning stage the combined boards will convene into subcommittee groups of Education Planning, Student Recruitment and Public Relations, and Facility Renovation

The members of the Advisory Board will act as an education design team in the HALFC planning stage. This board is made of educators, social workers, business professional and community leaders. Should HALFC be granted a charter, the members will then be acting in the capacity of advising. Founding board

members, Board of Trustees and the Advisory Board will meet twice a month to develop a more concrete education plan. The combined boards are of individual with expertise to educate us about best practices and current developments pertaining 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 will make 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.

All Founding Members are participants in the planning of the school and writing the application.

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

B. Governance Structure

The HALCS Founding Members understands the profound and significant tasks of the Board of Trustees of any charter school is not to be taken subtly. The Founding Board of The Harvest Academy of Learning Charter School will be following the [*Charter School Administrative and Governance Guide: An Overview of the Laws and Regulations that Boards of Trustees and School Leaders Need to Know*](#), to make certain that as an entity of the state, our charter school is stabilized and thrive with the support and direction of a strong board which meets-all legal requirements.

Board of Trustee Role and Responsibilities:

- The Board of Trustees will retain and execute the regulatory requirements of the charter for the Harvest Academy of Learning Charter School. 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 consist of 9 people with the possibility to a increase to a larger board of 11-15 as the school's fundraising gets under way and/or construction of new facility.
- Represent the school to the public. Recruit board members with ties to Springfield, Chicopee and Holyoke who are passionate about the mission, have skills which strengthen the board, and whose participation will perpetuate our diverse, dedicated, board.

Harvest Academy of Learning Charter School

ORGANIZATIONAL CHART

(Proposed)

Board of Trustees

CEO/Founding Member

Director/Founding Member

Business Manager

Dean of Student Services/Founding Member

Dean of Curriculum and Instr.

Facility Management

Special Education

Teachers

Support Staff

Guidance

Para-Professionals

Student Support

Proposed Current Staff and responsibilities

POSITION	ROLES	SUPERVISION
HALCS Director	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 Director.	
Dean of instruction and curriculum (DIC)	will devote fulltime to student achievement, curriculum and instruction – mentoring and supervising teachers	will report to and serve at the pleasure of the Director.
Dean of Student Services (DSS)	The DSS with the Director will oversee the administration of special education and ELL, guidance including honoring and disciplining students, partnerships, and parents.	will report to and serve at the pleasure of the Director.
business manager	the facility, financial operations, purchasing, accounting and audit, equipment, payroll, and support service staff	will report to and serve at the pleasure of the Director.
development assistant	TBD	will report to and serve at the pleasure of the Director.
administrative assistant	TBD	will report to and serve at the pleasure of the Director.

Proposed Board of Trustees

1. Dr. James L. Gill, Jr., Founding Member, HALCS Chief Executive Officer
2. Dr. Monsita J. Moorehead, Founding Member, Director, Springfield Public School Teacher
3. Attorney Bridgett Baldwin, Legal Advisor, Professor Western New England College
4. Anderson Green, Community Development, Office of Housing and Development
5. Mrs. Rhodonna Ferguson, MSW, Office of Children Services
6. Mrs. Sally Johnson Van-Wright, MSW, Assistant Deputy Superintendent, Hampden County Women Correctional Institution
7. Donald Anderson, Vice President of Hampden Bank

Proposed Advisory Board

1. Mrs. Betty S. Gill, Founding Member, HALCS Dean of Student Services, Springfield Public School Teacher
2. Mrs. Arline McKenzie, Springfield Public School Teacher
3. Mrs. Lexxi DeMars, Springfield Public School Teacher
4. Dr. Davarian Baldwin, Professor, Trinity College
5. Andrew Corbin, Assistant Branch Manager, Hampden Bank
6. Duane Roberson, Retired Air Force Military
7. Audrey Murph Brown, MSW, School Adjuster, Springfield Public Schools
8. Parent
9. Parent

IV. Required Attachments

Statements of commitment and resumes from each founding group member, indicating if a founder is a proposed board member, proposed school leader, or proposed for any other position(s).

Attachements

Proposed Founding Member, CEO, Dr. James L. Gill, Jr – Resume and Statement of Interest

Proposed Founding Member, Dean of Student Svs., Mrs. Betty S. Gill, Resume and Statement of Interest

Proposed Founding Member, Director, Dr. Monsita J. Moorehead – Resume and Statement of Interest

James L. Gill, Jr.

8 Highridge Road

Wilbraham, Massachusetts 01095-2307

Phone (413) 547-8000 Ext. 2461

Home Phone (413) 596-8529

CAREER SUMMARY

A proven managerial experience and ability in supervising staff and Inmate populations, knowledge of modern Criminology, Penology, Traditional, and Contemporary Theology.

PROFESSIONAL EXPERIENCE

2004- Present Assistant Deputy Superintendent, Hampden County Sheriff's Department, Ludlow, MA

Provide daily supervision of Programs Building operations, Vocational and Religious Programs, Volunteers, Student Interns and assigned Programs Building Security staff.

1992- 2004 Vocational Programs Manager, Hampden County Sheriff's Department, Ludlow, MA

Provide daily supervision of vocational staff and all skills training programs including creating meaningful challenges, tracking outcomes and managing inmate and staff motivation.

1991-1992 Special Populations Coordinator, Hampden County Sheriff's Department, Springfield, MA

Provided daily life-skills counseling and casework services to inmates housed in the Skills Center Unit and Holyoke Armory.

EDUCATION

May 2002 Master of Science-Criminal Justice, Westfield State College, Westfield, MA

May 1981 Bachelor of Theology, Teamer School of Religion, Charlotte, NC

INTERESTS & ACTIVITIES

- * Motivational Speaking
- * Personal and Group Development
- * Contemporary Theology

PERSONAL GROWTH ACCOMPLISHMENTS

- * Honorary Doctor of Divinity Degree, Teamer School of Religion
- * Inducted Member, Alpha Phi Sigma National Criminal Justice Honor Society
- * Adjunct Instructor, Western Massachusetts Law Enforcement Training Academy
- * Behavioral Analyst Consultant, Institute of Motivational Living
- * Licensed Christian Counselor, National Christian Counselors Association

ADDITIONAL EXPERIENCE

- * Senior Pastor, Harvest Fellowship Church, Inc.
- * Chaplain, Springfield Police Department
- * Chief Hostage Negotiator, Hampden County Sheriff's Department
- * Staff Trainer, Western Mass County Correctional Officer's Academy
- * Board Member, Jail Education, Training and Advisory Committee
- * Board Member, Massachusetts Department of Children & Families
- * Board Member, Massachusetts Career Development Institute
- * Board Member, N.A.A.C. P. Education Committee
- * Member, Junior Achievement Elementary School Volunteer Program
- * Member, American Lung Association Smoking & Health Committee
- * Member, Springfield School Volunteer Program
- * Member, Literacy Volunteer Network

AWARDS RECEIVED

- * Letters of Commendation for A.C.A. Standards Accreditation Committee

FOUNDING MEMBER / CHIEF EXECUTIVE OFFICER

STATEMENT OF INTEREST

To Whom It May Concern:

Please accept this Letter of Interest in regard to my application as a member of the Founding Board and Chief Executive Officer for the Harvest Academy of Learning Charter School.

By virtue of a very rich and fulfilling experience as a Founder and Senior Pastor of Harvest Fellowship Church, Inc., my primary focus has been centered around providing and building upon a platform of education and service to children and adults within my community for the past 31 years. My deeply held beliefs in the inherent goodness of all persons has led me in my attempts of sowing seeds hope, inspiration and educating children and adults within my parish and the Greater Springfield community. Furthermore, my interest in helping youth and young adults to not only see, but also believe in the power of self-worth, has fueled my passion for guiding them towards seizing educational opportunities as a vehicle for building and restoring their broken HALCS.

Additionally, my work within the Criminal Justice system as a Corrections Administrator has also helped to steel my belief that a strong educational base, coupled with active parental involvement, is a viable key towards reducing criminal behavior in children and youth. It is this belief that has strengthened my resolve for serving as a visionary within the Harvest Academy of Learning Charter School and helping to point our children toward a life of self-worth, meaningful service, and building a healthy community through a view of education as a life-long learning process.

Therefore, I am pleased to offer myself personally and professionally in a commitment toward supporting the philosophy, mission, objective and goals of the Harvest Academy of Learning Charter School as a Founding Member and its Chief Executive Officer. I do not believe, nor do I anticipate, that my involvement will present a conflict of interest. I look forward to a further discussion in this regard.

Respectfully,

Reverend James L. Gill, Jr.

Founding Member – HALCS Dean of Student Services Statement of Interest

Betty S. Gill
8 Highridge Road
Wilbraham, Massachusetts 01095-2307

To Whom It May Concern:

It is my pleasure to declare my interest in the Harvest Academy of Learning Charter School as a founding member. As Co-Pastor of Harvest Fellowship Church is, my life's commitment is empowering young people to strive for excellence and become lifelong learners. As founder and member of the HALCS educational planning committee for several months and I have been a strong advocate of implementation of this school in the Springfield, Chicopee and Holyoke communities. Harvest Fellowship Church is known for commitment in providing needed services for the children in Springfield for many years.

For over 20 years, I have had career in public school education in Massachusetts as middle school teacher for three years and Para-professional for 17 years. Currently I teach English Language Arts to approximately 120 students at New Leadership Charter School in Springfield Massachusetts. Over the span of my career and as a parent of five and Co-Pastor of Harvest Fellowship, I have been devoted to children and their education for many years and have a strong understanding of the needs of children. I have minister to children and their families from all socio-economic groups and have noted the difficulties they experience in being successful in school. It is with strong conviction and belief the Harvest Academy of Learning Charter School will serve the children with strong academic, behavioral, and service programming.

Moreover, I believe the Harvest Academy of Learning Charter School will lead the community in educating students who demonstrate responsibility and be informed citizens. I am committed to being in the forefront fighting continuous for alternative educational options for the children and families of these great communities.

Sincerely,

Betty S. Gill

Monsita J. Moorehead, Ed.D.

91 Bell Street, Chicopee, Massachusetts 01013 (413) 386-2217 Email: mpmoorehead@msn.com

ELEMENTARY SCHOOL TEACHER (K-6)

Dedicated Educator with 15+ years of educational experience, five years as a combined 4th and 5th Grade Teacher in an Adaptive Learning classroom

Core Competencies

- Classroom Management
 - Creative Lesson Planning
 - Curriculum Development
 - Instructional Best-Practices
 - Standardized Testing/Scoring
 - Learner Assessment
 - Experiential Learning
 - Special Needs Students/IEPs
-

Experience

SPRINGFIELD PUBLIC SCHOOLS, Springfield, Massachusetts

Elementary Teacher (K-6), 8/05 to Presently

Substitute Teacher (K-12), 09/04 to 08/05

Hired as a full-time teacher following long-term substitute teaching position, instructing all academic subject areas to classrooms of 4th and 5th grade students

Key Contributions:

- Earned high marks for the quality of classroom teaching, lesson plans and instructional materials used in teaching diverse subjects (e.g., language arts, math, science, social studies and history).
- Developed innovative approaches that were held as the model standard for meeting district goals in areas including technology integration across the curriculum, experiential learning, literacy and diversity.
- Taught general education students and individuals with learning challenges within a mainstreamed, inclusive classroom.
- Consistently commended for ability to redirect students exhibiting behavior problems by replacing disruptive, unproductive patterns with positive behaviors. Led district-wide in-service on classroom management.
- Served on school committees and taskforces focused on curriculum development, textbook review, fundraising and anti-bullying efforts.
- Quickly became a “first-to-call” resource as substitute teacher, typically working four days per week. Personally requested by many full-time teachers to take over their classrooms during absences.

Program Director for Young Teens Parent Program, 5/98 to 5/04

Stepped away from the classroom to serve as caregiver to parent diagnosed with stage IV cancer. Provided daily care, assisted with financial affairs and coordinated treatment with medical professionals and hospice team.

Education & Credentials

UNIVERSITY OF PHOENIX ONLINE — Phoenix, AZ
Doctorate in Educational Leadership, July 20007

AMERICAN INTERNATIONAL COLLEGE – Springfield, MA
Masters in Public Administration, May 2002

FOUNDING MEMBER – HALCS DIRECTOR

Monsita J. Moorehead, Ed.D

Statement of Interest

July 24, 2010

TO WHOM IT MAY CONCERN:

Please accept this letter of interest as indication of my full commitment and application for membership as a founding board member of The Harvest Academy of Learning Charter School serving students of all cultural ethnicity in the communities of Chicopee, Holyoke and Springfield.

As a teacher of students of moderate disabilities at Springfield Academy Elementary in Springfield, Massachusetts, I have received numerous awards and citations for innovative teaching instructions that empowered students to thirst for knowledge and experience the joy of learning in the classroom. I was asked to model my instruction strategies to the whole faculty, thus became the go to person for many substitute and beginning teachers. In a curriculum driven and teacher directed learning environment I was able to provide a rigorous academic atmosphere in which students show improvements of being proficient with three of the students indicating advanced proficiency from 2005 and presently.

In my previous employment, I was the Director of S.A.F.E. (formerly of Tapestry Health Services) responsible for the day to day operations of a young teen parents program. Participants were given academic instruction in preparation for GED testing, an onsite daycare provide participants' children with educational services in building block, identifying and writing the alphabets, colors and numbers. While in this role, I was able to write a grant and receive funding from the Nellie Mae Foundation to recruit young women and enroll them in Springfield Technical Community College and American International College. For many, they would become the first person in their families to attend complete an elementary and/or secondary education and move on to higher education.

As a proposed founding member of the HALCS and proposed Director, I bring to over 15+ years of experience in education as a teacher and program director providing educational services to teen parents. I believe that my past and current experiences have equipped me with knowledge, vision and deep passion for education of all children to inspire others. As part of the Educational Planning committee for the proposed charter, I have gained a deep appreciation for the founding members and the proposed Board of Trustees because of the unyielding efforts and passion for helping others.

I have found that the Board of Trustees and all other stakeholders are competent and caring professionals who will work as teams, coach, and motivate students to learn. I hereby state that I will continuously advocate for the charter of The Harvest Academy of Learning Charter School and for the betterment, our children and families to which we serve.

Respectfully,

Monsita J. Moorehead, Ed.D.

Description of curriculum for grade levels beyond those required in the text of the application, including the content and skills to be taught in the core content areas.

. HALCS holds the same academic expectations for students in 4-8 Grades. Each will perform under the same educational plan and learning objectives as the primary grades of Academic Rigor, Character Education, Service Learning and Excellent Instruction. The EPC are exploring more specific research based curriculum for grades 4-8. We believe that students who given instruction that are compose of the learning objectives will be empowered to succeed in higher education and become exceptional professionals. The development of a more concrete rigorous curriculum is in planning stage.