

Missouri Charter Public School Application Cover Sheet Form

NAME OF PROPOSED CHARTER SCHOOL:

NAME OF NOT-FOR-PROFIT 501 (C) (3) ORGANIZATION HOLDING THE CHARTER:

PRIMARY CONTACT PERSON:

Title/Relationship to Non Profit:

Mailing Address:

Telephone (Primary):

Telephone (Secondary):

Email Address:

GOVERNING BOARD CHAIR:

Title/Relationship to Non Profit:

Mailing Address:

Telephone (Primary):

Telephone (Secondary):

Email Address:

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CHARTER SCHOOL PHYSICAL ADDRESS

NOT KNOWN

Charter School Management Organization (CMO/EMO/ESP)

No CMO/EMO/ESP

The proposed charter school will reside in the following school district:

The proposed charter school, if approved, intends to open in:

ENROLLMENT PROJECTIONS

Projected grade level and enrollment over the term of the charter:

SCHOOL YEAR	GRADE LEVELS SERVED	YEAR (20XX)
1st		YEAR 1 –
2nd		YEAR 2 –
3rd		YEAR 3 –
4th		YEAR 4 –
5th		YEAR 5 –

GRADE LEVELS TO PROJECTED TOTAL ENROLLMENT:

THE SCHOOL INTENDS TO BE AT FULL ENROLLMENT IN:

APPLICATION CERTIFICATION

I certify that I have the authority to submit this application and that all information contained herein is complete and accurate. I recognize that any misrepresentation could result in disqualification from the application process or revocation after sponsorship. The person named as the contact person for the application is so authorized to serve as the primary contact for this application on behalf of the organization.

CHAIRPERSON SIGNATURE

DATE

PRINTED NAME

EXECUTIVE DIRECTOR/FOUNDER/PRINCIPAL SIGNATURE

PRINTED NAME

TITLE/ROLE

DATE

By submitting your application to the Missouri Charter Public School Commission, the applicant agrees to participate in a common application and the web based compliance and governance tool if sponsored by MCPSC.

INITIAL

DATE

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Executive Summary

The modern context of the phrase **“My Brother’s Keeper”** conveys the meaning of being responsible for the well-being of one’s brother. Today, societal norms discourage young men of underrepresented populations from elevating one another, particularly in the realm of education. Developing a framework that embodies a culture in which young men are responsible for their “brothers” and that offers International Baccalaureate® (IB) as a continuum of international education is the fundamental education philosophy of Monarch Collegiate Preparatory Academy (Monarch). The edification of brotherhood and the infusion of connectivity throughout the IB curriculum will encourage both personal and academic achievement, challenging students to excel in their studies and in their personal development. Every school authorized to offer IB “programmes” (as IB references their programs and curriculum) is known as an IB World School. IB has a hard-earned reputation for high standards of teaching, pedagogical leadership and student achievement. IB experts will work in conjunction with Monarch to develop challenging programmes of international education and rigorous assessments.

Statistics reflecting young men of color are alarming in that only 12% of young men of color are proficient in reading, 70% of remedial reading students are males and 53% of African American males drop out of high school. Based on the geographical boundaries of this proposed location, over 80% of the student population will be young men of color. Monarch Collegiate Preparatory Academy School will open a K-12 Charter School in the highest need area of Hickman Mills School District in 2018, a school specifically for males

Considering the student mobility rates and the educational disparities of most children who reside within the HMSD boundaries, four concerted methods to address student attrition and promote success will be utilized: (1) small class sizes, (2) close relationships with families, (3) differentiated instruction and, (4) regular monitoring of student progress and attrition on a regular basis.

By 2023, Monarch Collegiate Preparatory Academy (Monarch) expects to achieve the following academic goals and receive IB certification by 2020:

- ➡ 75% of students in each enrolled grade with FRL status will average 1.2 years of academic growth in reading as measured by Model National Exam
- ➡ A minimum of 50% of students who have completed 3 years at Monarch will score Proficient or Advanced status on all assessed subjects on the states MAP test,
- ➡ 70% of students who have completed 3 years at Monarch will read at or above grade level or make more than one year of academic growth each year as measured by IB Benchmark Assessments
- ➡ 70% of students enrolled at the Charter School for a three consecutive year period will achieve Proficient or Advanced status on the state’s annual MAP Test assessment.

Mission

The mission of Monarch Collegiate Prep Academy is to provide a rigorous education that results in young men graduating from college and succeeding in a global community. The IB model is central to the Monarch’s mission. The focus is on the “whole child as an inquirer, both within and beyond the classroom,”

A.1 Mission, Vision and Educational Philosophy

Mission

The mission of Monarch Collegiate Prep Academy is to provide a rigorous education that focuses on high academic achievement, leadership and character development and results in young men graduating from college and succeeding in a global community.

“I Am My Brother’s Keeper”

The modern context of the phrase **“My Brother’s Keeper”** conveys the meaning of being responsible for the well-being of one’s brother or in general extended to other human beings. Today, societal norms discourage young men of underrepresented populations from elevating one another, particularly in the realm of education. Developing a framework that embodies a culture in which young men are responsible for their “brothers” and that offers International Baccalaureate® (IB) as a continuum of international education is the fundamental education philosophy of Monarch Collegiate Preparatory Academy (Monarch). The edification of brotherhood and the infusion of connectivity throughout the International Baccalaureate curriculum will encourage both personal and academic achievement, challenging students to excel in their studies and in their personal development.

Monarch Collegiate Prep Academy School is committed to opening a school specifically for males in the state of Missouri. The K-12 Charter School will be located in the highest need area of the Hickman Mills School District. The International Baccalaureate (IB) offers a continuum of international education that requires an extensive two-year authorization process before full classification. Every school authorized to offer IB “programs” (as IB references their programs and curriculum) is known as an IB World School. IB has a hard-earned reputation for high standards of teaching, pedagogical leadership and student achievement. IB experts will work in conjunction with Monarch to develop challenging programs of international education and rigorous assessments. It is our intent to offer the continuum of IB programs from the inception and throughout each grade level.

We envision that the institutional fabric and infusion of **“I Am My Brother’s Keeper”** principles will transform our students into a lifelong brotherhood dedicated to the betterment of the individual, the community, and our world by creating opportunities to develop leadership skills, participate in service to others, achieve academic excellence, experience cultural diversity and practice personal integrity. The vantage point of an all male school is it creates an environment for which males develop their own uniqueness and individuality. They have the opportunity to be themselves and pursue their individual academic and co-curricular activities, Promotes self-expression and a respect for the many different paths to manhood. Additionally, curricular materials will be utilized that best engage boys are integrated into all aspects of the academic program and a direct focus on academic tasks and achievement in co-curricular activities will be paramount.

Education Philosophy

Inspired by the authenticity of International Baccalaureate (IB) and the ideology of brotherhood, Monarch Collegiate Preparatory Academy is grounded in high academic achievement, leadership and character development. The IB programme offers three levels that are highly respected worldwide: Primary Years Programme (Elementary), Middle Years Programme (6th-10th grade) and the Diploma Programme (11th-12th grade). The Diploma Programme is a highly competitive

honors academic track and recognized as a rigorous academic standard worldwide. This charter application will only reference the PYP as it's operational model.

Educators of Monarch will utilize the Primary Year Programme (PYP) framework to design and deliver units of inquiry that are based on a central, universal idea that is studied at any age, in any language, in any country. Congruently, the leadership team will identify the Missouri Learning Standards that best support the exploration of this idea, and then design activities and assessments that facilitate the exploration.

The PYP prepares students to become active, caring, lifelong learners who demonstrate respect for themselves and others and have the capacity to participate in the world around them. It focuses on the development of the whole child as an inquirer within the classroom and beyond. According to the Global International Schools Assessment Study (2009-2011), PYP students outperform non-IB students in mathematics, reading and writing. It gives students an excellent foundation for the subsequent IB programmes offered during the middle and high school years. See Appendix A.1- Global International Schools Assessment Study.

Leadership and educators will work together using the five elements denoted below to construct a rigorous and challenging primary curriculum for international education that is trans-disciplinary.

The five essential elements of the PYP are:

- **Knowledge**, which is both disciplinary, represented by traditional subject areas (language, math, science, social studies, arts, PSPE) and trans-disciplinary
- **Concepts**, which students explore through structured inquiry in order to develop coherent, in-depth understanding, and which have relevance both within and beyond subject areas
- **Skills**, which are the broad capabilities students develop and apply during learning and in life beyond the classroom
- **Attitudes**, which contribute to international-mindedness and the wellbeing of individuals and learning communities, and connect directly to the IB learner profile
- **Action**, which is an expectation in the PYP that successful inquiry leads to responsible, thoughtful and appropriate action

Learner Profile

The International Baccalaureate (IB) learner profile encapsulates a broad range of human capacities and responsibilities that go beyond academic success. They imply a commitment to help all members of the school community learn to respect themselves, others and the world around them. Each IB programme is committed to the development of students according to the IB learner profile. The profile aims to develop learners who are:

- Inquirers
- Knowledgeable
- Thinkers
- Communicators
- Principled
- Open-minded
- Caring

- Risk-takers
- Balanced
- Reflective

Monarch Collegiate Preparatory Academy principles are:

- We value **learning and academic excellence**. We support and encourage each student to do his best while helping him discover his strengths and talents.
- We value programs/programmes that **balance** academic effort, social interaction, physical activity and artistic expression while embracing character education.
- We value **respect for others and ourselves**. We model integrity, honesty and kindness in our daily lives and we take responsibility for our own actions.
- We **value diversity**, which brings the variety of perspectives that are integral to an excellent education and a dynamic community. We believe it is essential that every member of the community is equally valued and included in the life of the school.
- We value **commitment to community service**. We seek opportunities to improve our greater community through volunteer activities sponsored by the school as part of our role as good citizens.

Vision of School Operations

By 2023, Monarch Collegiate Preparatory Academy (Monarch) expects to achieve the following academic goals:

Non-academic goal – Parent Satisfaction

Based on parent surveys, Monarch will achieve at least an overall parent engagement rate of 60%

Non-academic goal - Governance

For each year of operations, 80% of the board members will attend 80% of the scheduled board meetings.

Non-academic goal - Governance

Each open board position will be filled by June 1 or within 60 days of a resignation, and each open position will be selected from no fewer than three nominations.

Non-academic goal - Finance

The Charter School will have a fund balance of at least 3% on June 1 of each year.

Non-academic goal - Operations

For each year of operation, 90% of the teaching positions will have signed contracts by April 1.

Non-academic goal - Operations

90% of the data, reporting and compliance submissions to the sponsor and to DESE will be on accurate and on time.

Performance Goals/Outcomes

Academic Achievement – Growth

By 2020, 75% of students in each enrolled grade with FRL status will average 1.2 years of

academic growth in reading as measured by Model National Exam, a nationally norm-referenced growth-measured exam.

Academic Achievement – Growth

A minimum of 50% of students who have completed three years at Monarch will score Proficient or Advanced status on all assessed subjects on the states MAP test, or the equivalent on any successor assessment administered by the State

Academic Achievement – Growth

70% of students who have completed 3 years at Monarch will read at or above grade level and/or make more than one year of academic growth each year as measured by IB Benchmark Assessments

Academic Achievement – Growth

70% of students enrolled at the Charter School for a three consecutive year period will achieve Proficient or Advanced status on the state’s annual MAP Test assessment.

Academic Achievement – Growth

Monarch will earn IB certification by 2020

Non-academic goal- Attendance

At least 90% of the students will attend at least 90% of the time

Over the term of the charter, intentionality will drive our commitment to developing a strong community and brotherhood within our school. In addition to these goals, the Board of Monarch will review current performance and, via their strategic planning process, will set annual goals that may include more ambitious targets above the benchmarks aforementioned.

All Monarch students will be included in state assessment data in the appropriate grade levels (grades three to five in the first five-year charter term).

See Appendix A.7 School Specific Goals and Objectives

Graduate Profile Outlook

Monarch students will be equipped to meet or exceed the goals of the students outlined below, thus increasing their trajectory to achieve. Data derived from the IB organization indicates that the average rate of IB students entering into university/college is 22 percentage points higher than the average acceptance rate of the total population. Furthermore, the acceptance rate of IB students into Ivy League institutions, specifically Princeton, Yale, Brown, Harvard, Columbia, Cornell, Dartmouth and the University of Pennsylvania is between 3 and 13 percentage points higher compared to the total population acceptance rate. We envision Monarch graduates being prepared to compete at the same level as the aforementioned students, due in part to the fact that Monarch students will have a profound advantage of a longitudinal IB international education experience. Consequently, graduates of Monarch will gain:

- **The extended essay**, which is an independent, self-directed piece of research, finishing with a 4,000-word paper.
- **Creativity, activity, service**, in which students complete a project related to those three concepts.

- **Theory of knowledge**, in which students reflect on the nature of knowledge and on how we know what we claim to know.

Key findings from global research on the impact of IB programmes

The IB's Global Research department collaborates with universities and independent research organizations worldwide to produce rigorous studies examining the impact and outcomes of the IB's four programmes. Areas of inquiry include, but are not limited to: **standards alignment, programme implementation, the learner profile** and **student performance**.

Research on **standards alignment** examines how IB standards compare with those at national and state levels and to what extent IB graduates are prepared for post-secondary success. Key findings include:

- In the **UK**, the **curriculum content** of the Middle Years Programme (MYP), General Certificate of Secondary Education (GCSE) and International General Certificate of Secondary Education (IGCSE) were compared. Findings indicated that the curricula were generally similar, with the MYP offering all of the main aspects of the other two curricula. The MYP, however, provided greater content flexibility and emphasis on interdisciplinary studies and non-academic attributes, such as international-mindedness (Sizmur and Cunningham 2013).
- A study comparing former Diploma Programme (DP) and A-level (General Certificate of Education Advanced Level) students at two universities in the **UK** suggested that IB students tended to be more positive about their **research abilities and overall pre-university education** than the A-level students (Wray 2013).

Studies on **programme implementation** attempt to answer the questions: What is the impact/value-add of implementing IB programmes in schools? What changes, if any, result from implementation? What are the enablers or inhibitors of successful implementation? Key findings include:

- A case study of **Primary Years Programme (PYP) implementation** in **India** indicated high levels of emotional intelligence among PYP students and classroom observations suggested that, overall, teaching was "good" and "effective" (Pushpanadham 2013).
- Implementation of the DP in state schools in Ecuador** had a visible impact on school culture and teacher pedagogy, resulting in more imaginative, interactive and well-organized lessons. Figure 1 highlights some of the ways IB implementation impacted schools (Barnett 2013).

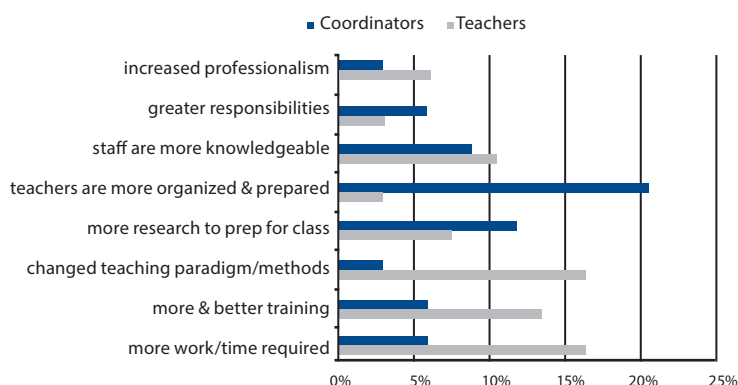


Figure 1. Ways that IB implementation impacted school personnel.

Research on the **learner profile** seeks to explain the extent to which IB students demonstrate the characteristics of the profile, and what distinguishes IB students in levels of motivation, values and attitudes. Key findings include:

- Comparing former MYP and non-IB students in the **United States**, the MYP appeared to have a positive influence on students' **global mindedness**. In particular, the MYP had a statistically significant effect on one aspect of global mindedness: "cultural pluralism" (Wade and Wolanin 2013).
- In a study examining the impact of the extended essay on student university success in **Canada**, in comparison with former non-IB students, former DP students indicated higher ratings of aspects of **inquiry learning** that represent self-regulation of the inquiry process. Additionally, IB students were less likely to view learning as primarily memorization of information (Aulls and Lemay 2013).
- Investigating the **civic-mindedness** of **North and South American** DP students, both students and creativity, action, service (CAS) coordinators indicated that participation in service helps to develop students who are more caring, open-minded, reflective and mature (Billig 2013). Study results also indicated that students tend to be motivated to serve more by "affective" or altruistic reasons than by practical ones, such as improving one's resume. Figure 2 displays some of these motivations (Billig and Good 2013).

For the full studies or for more information, please visit <http://www.ibo.org/research>, or contact research@ibo.org

Key findings from global research on the impact of IB programmes

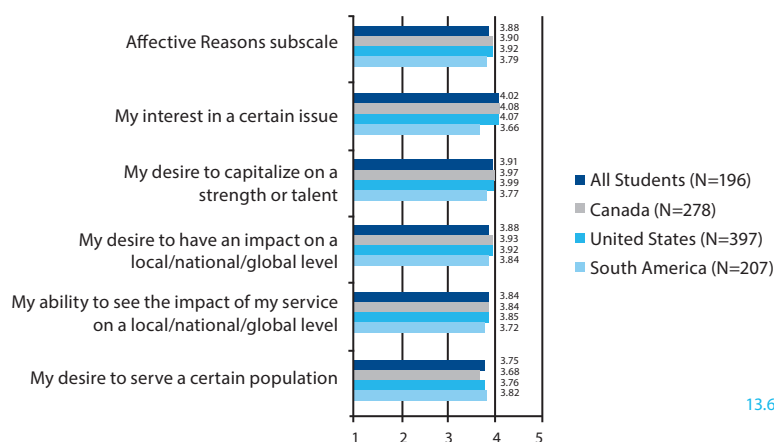


Figure 2. Affective/altruistic student motivations for engaging in service activities.

Studies associated with **student performance** investigate the academic experience of IB students and performance on external measures of academic achievement when compared with non-IB peers. Key findings include:

- In a **global** study examining PYP and MYP **student performance** on the International Schools' Assessment (ISA) for the years 2009–2011, generally the results suggest that IB students outperformed their non-IB peers in all four assessment areas: mathematical literacy, reading, narrative writing and expository writing (Tan and Bibby 2012).
- Exploring the **post-secondary destinations** and **university preparedness** of DP graduates from schools in **China**, in a sample of 1,612 students, the study found that 71.6% attended one of the world's top 500 universities. Qualitative findings from the same study

suggest that teachers and administrators believe strongly that the DP prepares students for a university education in terms of curricular content, study skills and ability to handle a rigorous workload (Lee, Leung, Wright, Yue, Gan, Kong and Li 2013).

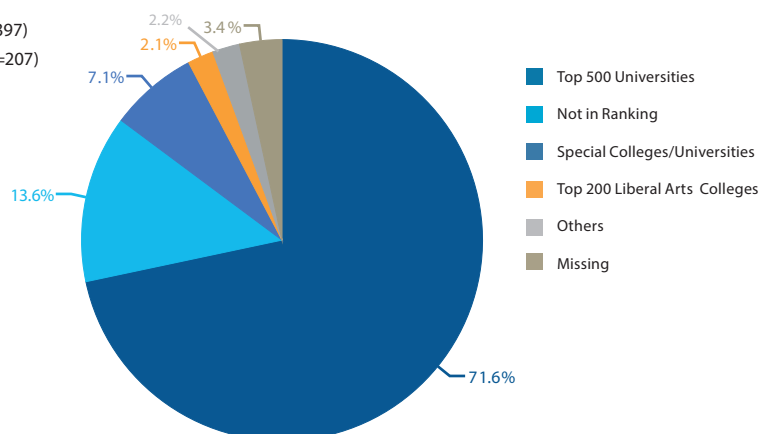


Figure 3. University destinations of DP graduates from 2002–2012 by university type and ranking.

- At the University of Virginia (UVA) in the **United States**, former DP students indicated that the **extended essay** experience had equipped them to conduct a variety of aspects of research. In comparison to former AP students, former DP students were more likely to report they felt prepared for college-level coursework; had conducted research projects at UVA; felt proud of their research; and believed their research skills would be important to future success (Inkelas, Swan, Pretlow and Jones 2013).

This information sheet provides a brief overview of key findings to come out of recent research commissioned by the IB Global Research department from 2012 to 2013, and does not attempt to represent all research on the IB available in the field. As with all research, findings must be placed within the particular contexts in which the studies took place. To read more in-depth summaries of the studies or the complete reports, as well as projects currently under way, please visit: <http://www.ibo.org/research>.

Aulls, MW and Lemay, D. 2013. *Exploring the learning benefits and outcomes of the IB extended essay in preparing students for university studies in Canada*. Montreal, Quebec, Canada. Department of Educational and Counselling Psychology, McGill University.

Barnett, E. 2013. *Research on the implementation of the Diploma Programme in Ecuador's state schools*. New York, NY, USA. National Center for Restructuring Education, Schools, and Teaching, Teachers College, Columbia University.

Billig, SH 2013. *Impact of participation in CAS on students' civic-mindedness and civic engagement*. Denver, Colorado, USA. RMC Research Corporation.

Billig, SH and Good BM. 2013. *International Baccalaureate Diploma Programme: Study of North and South American students' civic-mindedness, Phase II*. Denver, Colorado, USA. RMC Research Corporation.

Inkelas, KK, Swan, A, Pretlow, J and Jones, J. 2013. *Exploring the benefits of the International Baccalaureate extended essay for university study at the University of Virginia*. Charlottesville, VA, USA. Center for Advanced Study of Teaching and Learning in Higher Education, University of Virginia.

Lee, M, Leung, L, Wright, E, Yue, T, Gan, A, Kong, L, & Li, J. 2013. *A study of the International Baccalaureate Diploma in China: Programme's impact on student preparation for university studies abroad*. Hong Kong. Education Policy Unit, Faculty of Education University of Hong Kong.

Pushpanadham, K. 2013. *A critical analysis of the International Baccalaureate Primary Years Programme in India*. Vadodara, Gujarat, India. Department of Educational Administration, the Maharaja Sayajirao University of Baroda.

Sizmur, J and Cunningham, R. 2012. *International Baccalaureate Middle Years Programme (MYP) in the UK*. Slough, Berkshire, UK. NFER.

Tan, L and Bibby, Y. 2012. *Performance Comparison between IB School Students and Non-IB School Students on the International Schools' Assessment (ISA) and on the Social and Emotional Wellbeing Questionnaire*. Melbourne, Australia. Australian Council for Educational Research.

Wade, J and Wolanin, N. 2013. *Continuation Study of Student Performance and Engagement in the Middle Years Programme*. Bethesda, Maryland, USA. International Baccalaureate Organization.

Wray, D. 2013. *Student perceptions of the value of the International Baccalaureate extended essay in preparing for university studies*. Coventry, UK. University of Warwick.

For the full studies or for more information, please visit
<http://www.ibo.org/research>, or contact research@ibo.org

A.2 Curriculum and Instruction

What is International Baccalaureate?

Monarch will become the one of the few gender specific, elementary International Baccalaureate (IB) schools in the nation and the only gender-specific IB elementary school in the state of Missouri. IB framework is informative, not definitive; yet it invites conversation and regular review. The Primary Years Programme is not a prescribed curriculum or set of materials, but rather a framework for instructional delivery.

The framework reflects the IB's commitment to creating a collaborative, global community united by a mission to make a better world through education. Monarch will develop a similar framework as a collective team of educators during the Summer Institute. IB education is interdisciplinary; as such themes are integrated based on classroom units. The units will focus heavily on integrity, community and how one contributes to the global society. The IB certification process lends itself to practice, intentionality and detailed implementation of the framework prior to obtaining full authorization as an IB school, which is a two-year process. During the preliminary time period and thereafter, Monarch is committed to the authorization process requirements and exceptional student growth results, in addition to dedicating resources for extensive professional development for our educators. IB standards are aligned with best practice in education and support effective teaching practices. IB practices align with the 21 recommended practices for gifted and general education and, most recently, with Missouri Learning Standards. All of the school personnel will participate in IB trainings, site visits and online studies to deepen their understanding of inquiry-based instruction and international mindedness.

The IB coordinator will work in concert with the Head of School and Teachers to develop the curriculum. These teams will focus on research, writing, reflection, and revise a Programme of Inquiry and their related Units of Inquiry. The teams will also contribute to the elementary scope and sequence, carefully integrating the Missouri Learning and IB standards within the vertical articulation of student expectations. IB is unique in that teachers are encouraged to infuse resources for each unit, such as soil in relation to a science unit and to not rely heavily on textbooks to develop content. The International Baccalaureate (IB) curriculum has four educational programmes that serve students throughout the global community. This charter application solely focuses on the PYP programme as it is targeted to grades K-5th grade.

The four programmes are the:

- Primary Years Programme (PYP) designed for students from the ages of 3-12
- Middle Years Programme (MYP) designed for students from the ages of 13-16
- Diploma Years Programme (IBDP) designed for students from the ages of 17-19
- Career Programme (IBCP) designed for students from the ages of 17-19 with an emphasis on selected career paths.

Inquiry-based learning approaches augment many of the activities and lessons inherent in the IB Primary Years Program curricular framework. The framework encourages students and families to share their personal stories, perspectives and experiences as they relate to various lessons and projects. Teachers will heavily emphasize the value of asking questions and discussing conclusions in all subject matters.



The PYP themes in the diagram above illustrates how the IB programme operates in concert with primary subject areas that coincide with the exploring themes.

The six primary themes and examples of related academic content areas are:

1. Who we are (language arts, social studies)
2. Where we are in place and time (social studies, mathematics)
3. How we express ourselves (mathematics, arts)
4. How the world works (arts, science & technology)
5. How we organize ourselves (science & technology,
6. personal/social/physical education)
7. Sharing the planet (personal/ social/physical education, language arts)

Each unit of inquiry is trans-disciplinary in nature, meaning the subject matter is not taught in discrete classes or even in combination, but instead is holistically infused into units that address several disciplines or subject matters simultaneously and highlighting commonalities among the school community and global family. The other complimentary curricula are Everyday Math, FOSS and Supplemental Curricula. Content in the specialty areas, such as visual arts, music, science, physical education will integrate their lessons into each unit of inquiry and incorporate elements of other disciplines to provide a full-day trans-disciplinary experience. Research has shown that the complimentary curricula will create a learning experience that students can construct their own meaning of concepts. The Monarch team will continuously review supplemental programs to ensure a rigorous education foundation.

Complimentary Curriculum

Reader's/Writer's Workshop

The Reader's/Writer's Workshop aligns with the English Language Arts and will further enhance the already robust curriculum offered through the IB Primary Years Programme as the inquiry and reflection components support the PYP expectations of student engagement

and authorship. The lessons stem around teachers modeling behavior in association to writing, responding and talking during reading exercises. Students are highly encouraged to read aloud, individually, in pairs or in small groups with guidance and support. The workshop guided by teachers includes instruction in phonetic segmentation and phonics (with spelling), reading comprehension, vocabulary, critical thinking, writing, and memory enhancement, inclusive of their own lives and experiences

A variety of genres are introduced, such as: fiction, non-fiction, mysteries, poetry, fairytales, biography as well as others. The workshop model encourages students to choose their own titles, talk and write responses to the literature from their personal perspectives and based on their personal impressions and orally reflects on literature. This approach encourages students to mimic the process of a writer by researching, explore, collect, interview, talk, read, stare off into space, co-author, pre-write, draft, revise, edit and publish. The Writer's Workshop intensifies the student's ability to learn the techniques and motivations of a writer through the encouragement of their teachers.

Everyday Math

The spiral curriculum of *Everyday Mathematics*® helps ensure students master key concepts by continually revisiting content in a variety of contexts over time. *Everyday Mathematics* brings a new level of transparency to the spiral, adding to your confidence that your students will master the standards for each grade. Teachers will empower students to succeed through each stage, as teachers can clearly assess how the content develops across lessons and easily pinpoint each student's mastery level for every standard at any point in the year. Developed by the University of Chicago School Mathematics Project the program is Inquiry-based and intertwined in Primary Years Programme units. Everyday Math is applicable to real-world situations and students develop skills by asking questions about particular concepts prior to instruction. This approach helps students build context and understanding of why their mathematical skills are valuable and relational.

Full Option Science System

For full comprehension as it relates to science, Monarch plans to adopt the Full Option Science System modules. FOSS, an inquiry-based science curriculum designed specifically for K-8 students provides an array of support materials, classroom resources, and network contacts to help teachers get the most out of the curriculum and their students. FOSS has set out to achieve three important goals: scientific literacy, instructional efficiency, and systemic reform:

1. Scientific Literacy – provide all students with science experiences that:
 - a. are appropriate to their cognitive stages of development, and
 - b. serve as a foundation for more advanced ideas that prepare them for life in an increasingly complex scientific and technological world.
2. Instructional Efficiency -provide all teachers with a complete, flexible, easy-to-use science program that:
 - a. reflects current research on learning, including collaborative learning, student discourse, and embedded assessment, and
 - b. uses effective instructional methodologies, including hands-on active learning, inquiry, integration of disciplines and content areas, and multi-sensory methods.
3. Systemic Reform – meet the community science-achievement standards and societal expectations for the next generation of citizens, prepared with the

knowledge and thinking capacities to manage the 21st century.

FOSS is designed to make active learning in science engaging for teachers as well as for students.

It includes these supports for teachers:

- Complete equipment kits with durable, well-designed materials for all students.
- Detailed *Investigations Guide* with science background for the teacher and focus questions to guide instructional practice and student thinking.
- Multiple strategies for formative assessment at all grade levels.
- Benchmark assessments (grades 1–5) with online access for administering, coding, and analyzing assessments (grades 3–5).
- Strategies for use of science notebooks for novice and experienced users.
- FOSS Science Resources, a book of module-specific readings with strategies for science-centered language development.
- The FOSS website with interactive multimedia activities for use in school or at home, suggested interdisciplinary-extension activities, and extensive online support for teachers, including teacher prep videos.

See Appendix A.8: Scope and Sequence for standards, benchmarks and performance objectives for academic progress.

The Learner and the IB World School

The IB learner profile brings to life the aspirations of a community of IB World Schools dedicated to student-centered education. IB programmes promote the development of schools that:

- Create educational opportunities that encourage healthy relationships, individual and shared responsibility and effective teamwork and collaboration
- Help students make informed, reasoned, ethical judgments and develop the flexibility, perseverance and confidence they need in order to bring about meaningful change
- Inspire students to ask questions, to pursue personal aspirations, to set challenging goals and to develop the persistence to achieve them
- Encourage the creation of rich personal and cultural identities

These educational outcomes are profoundly shaped by the relationships between teachers and students. Teachers are intellectual leaders who empower students to develop confidence and personal responsibility. Challenging learning environments help students to develop the imagination and motivation they need in order to meet their own needs and the needs of others. See Appendix A.2. What is an IB Education?

Teaching and learning in the IB celebrates the many ways people work together to construct meaning and make sense of the world. Through the interplay of asking, doing and thinking, this constructivist approach leads towards open, democratic classrooms. An IB education empowers young people for a lifetime of learning, both independently and in collaboration with others. It prepares a community of learners to engage with global challenges through inquiry, action and reflection. For example: in the final year of the PYP (5th grade) students carry out an extended, in-depth, collaborative project known as the PYP exhibition. This involves students working collaboratively to conduct an in-depth inquiry into real life issues or problems. Students collectively synthesize research all the essential elements of the PYP in ways that can be shared with the whole school community. The exhibition provides the opportunity for students to apply lessons learned to a world experience by (1) reflecting on the concepts they've learned, (2) action to address a particular need or issue; and (3) use skills that they've developed.

Language Infusion

Monarch will introduce students to the following languages: Spanish and Mandarin. Monarch is not classified as an immersion school, however the infusion of a “secondary language” throughout instruction will be offered as an independent course throughout grades K-5. See Appendix A.2 Units of Study.

Further explanation of the engagement of PYP learner’s follows:

Inquiry

Sustained inquiry forms the centerpiece of the written, taught and assessed curriculum in IB programmes. IB programmes feature structured inquiry both into established bodies of knowledge and into complex problems. In this approach, prior knowledge and experience establish the basis for new learning, and a student’s own curiosity provides the most effective provocation for learning that is engaging, relevant, challenging and significant.

Action

Principled action, as both a strategy and an outcome, represents the IB’s commitment to teaching and learning through practical, real-world experience. IB learners act at home, as well as in classrooms, schools, communities and the broader world. Action involves learning by doing, which enhances learning about self and others. IB World Schools value action that encompasses a concern for integrity and honesty, as well as a strong sense of fairness that respects the dignity of all individuals and groups.

Principled action means making responsible choices, sometimes including decisions not to act. Individuals, organizations and communities can engage in principled action when they explore the ethical dimensions of personal and global challenges. Action in IB programmes may involve service learning, advocacy and educating self and others.

Reflection

Critical reflection is the process by which curiosity and experience can lead to deeper understanding. Reflective thinkers must become critically aware of their evidence, methods and conclusions. Reflection also involves being conscious of potential bias and inaccuracy in one’s own work and in the work of others. See Appendix. A.2.1 What is an IB Education?

Professional Development

Monarch’s academic model demands high-quality teaching and expert teachers. Our approach to curriculum and instruction requires substantial time for teacher development and collaborative work. As such, professional development is a core component of the school’s design. Through professional development, teachers will develop the proper tools to create an inquiry based learning environment, additionally all personnel will attend a minimum of 20 hours of IB professional development sessions the initial school year and thereafter. These sessions will focus on IB philosophy and implementation, the delivery of the four IB programme’s and strategies to build on and enhance their respective professional development portfolios. Professional development workshops can be delivered in a number of ways, including face-to-face and online, both in school or at district workshops, cluster workshops as well as regional conferences. These workshops will also enhance and aid teachers with developing the expertise in relation to delivering an IB programme, in addition to make connections between programme frameworks and classroom practice, enhance their understanding of assessment in IB programmes and learn how to discuss and analyze standards and practices.

During the school year, the Head of School in conjunction with the IB Coordinator will devote regularly scheduled days to professional development directly responsive to emerging student data, including: inviting nationally recognized leaders in education to campus, work shopping lesson plans, teaching character building strategies, and sharing effective practices. Peer observations involving discussions and feedback will be built into the schedule, as well as team teaching opportunities. Professional development and staff training before and throughout the year will focus on strategies related to identification, instruction, and monitoring to meet the needs of diverse student population and learning styles.

Summer Institute

Teachers will be expected to work for the first two weeks prior to the start of the academic school year preparing their classrooms and curriculum with guidance from the Head of School, IB Coordinator and outside support. Emphasis will be placed on developing a positive school culture and IB requirements and strategies.

Data Analysis

Teachers, supported by school leaders, will analyze standardized and classroom-based assessment data. Through this analysis, they will identify trends of mastery and difficulty for individuals, groups of students, and the class as a whole and will consider those trends in light of observational data and professional judgment. They will identify skills, concepts and strategies in need of further instruction. Based on the trends, they will determine whether whole class re-teaching, small group intervention or individual tutoring is the appropriate response. The Head of School will monitor student outcomes through both state standardized assessments and the formative assessments detailed in A.3 Assessment Through the analysis of student performance data, the Head of School will determine the effectiveness of the instruction provided and utilize these results to guide the monitoring and support that s/he provides to the teacher. The trends inform the lessons the principal selects to observe, the reflection questions asked, the focus of feedback provided and the type of professional development support offered.

Summary

An IB education fosters creativity and imagination. It offers students opportunities for considering the nature of human thought and for developing the skills and commitments necessary not only to remember, but also to analyze one's own thinking and effort, as well as the products and performances in relation to personal growth.

Effective teaching and learning requires meaningful assessments. Monarch will strive to clarify the purpose of student assessment, the criteria for success and the methods by which assessments are made. All assessments will be ongoing, varied and an integral to the curriculum. Assessment may be formal or informal, formative, internal or external; students also benefit by learning how to assess their own work and the work of others. Monarch students will demonstrate what they know and can do through consolidations of learning, culminating with the PYP exhibition. The entire school community can be involved in providing feedback and support as students demonstrate their knowledge, understanding and mastery of skills. See Appendix A.2.1. What is an IB Education?

The PYP personal project provides teachers with a powerful and authentic process for assessing student understanding. The exhibition represents a unique and significant opportunity for students to exhibit the attributes of the Learner Profile developed throughout their engagement

with the PYP. It also provides schools and students with a wonderful opportunity to celebrate the transition of learners to the next phase of their education.

These 6 units of inquiry for our grade level, along with each other grade level's units, are the foundation of the IB Primary Years Program's curriculum and form our school's program of inquiry. Each year, they are revised for improvement and are always **subject to change**. The units focus on six trans-disciplinary themes, listed at the top, which are a part of all IB PYP schools worldwide.

5th Grade- Monarch Collegiate Preparatory Academy

Age	Who we are An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities ; what it means to be human.	Where we are in place and time An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind ; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.	How we express ourselves An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.	How the world works An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.	How we organise ourselves An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making ; economic activities and their impact on humankind and the environment.	Sharing the planet An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution .
10-11	<p>We the People</p> <p>Subject Focus: Social Studies</p> <p>Central idea: Government systems determine our rights and responsibilities.</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> types of government citizenship and responsibilities rights of citizens <p>Concepts: Form, Function, and Responsibility</p> <p>April 30-June 8</p>	<p>The Salad Bowl</p> <p>Subject Focus: Reading, Social Studies, Writing</p> <p>Central idea: Histories and cultures influence our present and future lives.</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> the key characteristics of a cultural group how early explorers shape the early histories of a location how cultures change from the past to the present <p>Concepts: Perspective, Reflection, and Change</p> <p>Aug. 29 – Sept. 30</p>	<p>Express Yourself</p> <p>Subject Focus: Art, Social Studies</p> <p>Central idea: A culture expresses itself through dance, music, drama, and art.</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> the cultural characteristics of a global civilization the role of artifacts in a civilization how culture is reflected through art and collections <p>Concepts: Reflection, Responsibility, and Connection</p> <p>Oct. 10 –Nov. 10</p>	<p>Getting Down and Dirty</p> <p>Subject Focus: Science</p> <p>Central idea: Natural resources exist in different forms and are used and stored within ecosystems.</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> the components of an ecosystem the importance of a balanced system the different types of biomes the study of ecology <p>Concepts: Form, Function, and Change</p> <p>Jan. 30-March 16</p>	<p>Defend Yourself</p> <p>Subject Focus: Reading, Social Studies, Writing</p> <p>Central idea: Conflict leads to change.</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> causes and effects of conflict and war similarities and differences between conflicts opinions and perspectives of the stakeholders involved in conflicts <p>Concepts: Change, Function, and Perspective</p> <p>Nov. 28-Jan. 20</p>	<p>IB PYP Exhibition Putting the “Peaces” Together</p> <p>Subject Focus: Social Studies, Writing</p> <p>Central idea: Our responsibility is the promotion of peaceful collaboration of earth's limited resources.</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> reasons of conflict between nature, environmental issues, resources, countries and people organizations that promote peace ways of promoting peace in the world <p>Concepts: Causation, Function, and Responsibility</p> <p>(begin in January) March 19–April 27</p>

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Monarch Collegiate Preparatory Academy

4th Grade

Age	Who we are	Where we are in place and time	How we express ourselves	How the world works	How we organise ourselves	Sharing the planet
	An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.	An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.	An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.	An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.	An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.	An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.
9-10	<p>It's a State of Mind</p> <p>Subject Focus: Social Studies</p> <p>Central idea: Beliefs, values, and location shape who we are.</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> regional cultural traditions cultural diversity commonalities of people <p>Concepts: Causation, perspective, and reflection</p> <p>May - June</p>	<p>Learning from the Past, Learning for the Future</p> <p>Subject Focus: Social Studies, Language Arts</p> <p>Central idea: Relocation impacts history.</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> movement of people over time hardships and successes of settling causes and effects of settlement <p>Concepts: Causation, Change, and Perspective</p> <p>Aug.-Oct.</p>	<p>We're a State of Action</p> <p>Subject Focus: Social Studies</p> <p>Central idea: Beliefs are expressed through actions.</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> how beliefs and values become law causes and forms of expression of one's beliefs civic responsibility and action <p>Concepts: Form, Causation, and Responsibility</p> <p>Oct. – Dec.</p>	<p>Earth on the Move</p> <p>Subject Focus: Science</p> <p>Central idea: Forces of nature move our world in many ways.</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> how magnetism and electricity work how the world utilizes electricity changes and effects of technological growth <p>Concepts: Function, Change, and Responsibility</p> <p>Feb.-March</p>	<p>Let's Get Down to Business</p> <p>Subject Focus: Social Studies, Math</p> <p>Central idea: Global and local economies are interconnected.</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> the impact of available resources on economies causes of regional growth and decline the duty of a citizen in his/her economy <p>Concepts: Causation, Connection, and Responsibility</p> <p>Jan.-Feb.</p>	<p>Are You Adept at Adapting?</p> <p>Subject Focus: Science</p> <p>Central idea: Living things are affected by environmental stresses.</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> how living things are affected by environmental stresses environmental stresses what can be done to lessen the affects of environmental stresses <p>Concepts: Function, Change, and Connection</p> <p>April-May</p>

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Age	Who we are	Where we are in place and time	How we express ourselves	How the world works	How we organise ourselves	Sharing the planet
	An inquiry into the nature of the self; beliefs and values; personal, physical , mental, social and spiritual health ; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.	An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind ; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.	An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity ; our appreciation of the aesthetic.	An inquiry into the natural world and its laws ; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.	An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.	An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things ; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.
8-9	The Mystery of Me Subject Focus: Science Central idea: Personal choices affect your body. Lines of inquiry: <ul style="list-style-type: none"> body systems and how they work function of body organs making healthy choices to improve health Concepts: Causation, Function, and Responsibility Jan.-Feb.	Mother Necessity Subject Focus: Social Studies Central idea: Change occurs when people see problems and create solutions. Lines of inquiry: <ul style="list-style-type: none"> discoveries and inventions of the past inventors who have influenced our lives how people approach problem solving to meet a need the impact of inventions on a community overtime Concepts: Form, Connection, Change, and Perspective May-June	Have I Got a Story For You! Subject Focus: Writing, Social Studies Central idea: Forms of expression are influenced by one's culture. Lines of inquiry: <ul style="list-style-type: none"> history of storytelling purpose of stories differences in stories from different cultures role of/type of characters Concepts: Function, Connection, and Perspective Nov.-Dec.	Greetings Earthlings Subject Focus: Science Central idea: Our home planet is unique in the solar system. Lines of inquiry: <ul style="list-style-type: none"> sun, moon, and patterns in the sky gravity's pull planets of our solar system earth's rotation and revolution Concepts: Form, Connection, and Causation Oct.-Nov.	Rock the Vote Subject Focus: Social Studies, Math Central idea: Systems are in place to organize communities. Lines of inquiry: <ul style="list-style-type: none"> the voting process elected and appointed officials responsibilities of active citizenship Concepts: Form, Function, and Responsibility Related Concepts: Citizenship, Cooperation, Interdependence Aug.-Sept.	Growing Pains Subject Focus: Science Central idea: Plants are a natural resource and serve a purpose in our lives. Lines of inquiry: <ul style="list-style-type: none"> the function of plants plant survival and growth stages of plant growth sustainability of natural resources Concepts: Responsibility, Function, Causation, and Reflection March-April

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Age	Who we are	Where we are in place and time	How we express ourselves	How the world works	How we organise ourselves	Sharing the planet
	An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures ; rights and responsibilities; what it means to be human.	An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.	An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.	An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies ; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.	An inquiry into the interconnectedness of human-made systems and communities ; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.	An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things ; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.
7-8	<p>Culture Club</p> <p>Subject Focus: Social Studies</p> <p>Central idea: Cultures influence communities.</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • how culture is expressed through the arts • how cultural traditions influence a community • diversity <p>Concepts: Form, Connection, and Reflection</p> <p>Nov. 8 – Dec. 14</p>	<p>Passport to Learning</p> <p>Subject Focus: Social Studies</p> <p>Central idea: Educational opportunities are different around the world.</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • differences and similarities among educational systems • history of education • impact of historical contributions <p>Concepts: Form, Perspective, and Connection</p> <p>March 11-April 19</p>	<p>Sound Off!</p> <p>Subject Focus: Science</p> <p>Central idea: The science of sound is used for communication.</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • how sound is made • how sound changes • how sounds affect our lives <p>Concepts: Form, Function, and Connection</p> <p>Feb. 4 – March 8</p>	<p>Our Changing Earth</p> <p>Subject Focus: Science</p> <p>Central idea: Weather patterns influence the way we live.</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • how weather is measured • the types and causes of weather conditions • effects of weather patterns <p>Concepts: Change, Causation, and Responsibility</p> <p>Jan. 7 – Feb. 1</p>	<p>Get Involved</p> <p>Subject Focus: Social Studies</p> <p>Central idea: Humans interact with their environments and create communities to meet their needs.</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • producers and consumers of a working community • the need for imports and exports • characteristics of communities <p>Concepts: Form, Function, and Responsibility</p> <p>Aug. 27-Sept. 28</p>	<p>All Creatures Great and Small</p> <p>Subject Focus: Science</p> <p>Central idea: Animals have an interdependent relationship with people and other animals of the world.</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • animal life cycles • genetic similarities and differences • positive and negative effects on the environment <p>Concepts: Form, Function, and Causation</p> <p>April 22 – May 24</p>

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Monarch Collegiate Preparatory Academy 1 st Grade and K/1 Multi-age						
Age	Who we are	Where we are in place and time	How we express ourselves	How the world works	How we organise ourselves	Sharing the planet
	An inquiry into the nature of the self; beliefs and values ; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities , and cultures; rights and responsibilities ; what it means to be human.	An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives .	An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values ; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.	An inquiry into the natural world and its laws ; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment .	An inquiry into the interconnectedness of human-made systems and communities ; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.	An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things ; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.
6-7	<p>Rules Rocks</p> <p>Subject Focus: Social Studies, Language Arts</p> <p>Central idea: People work together to establish rules and make decisions.</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> developing and exhibiting citizenship characteristics of and the need for leadership how to participate in decision making <p>Concepts: Responsibility, Causation, and Function</p> <p>Aug. 27 – Sept. 28</p>	<p>Ch-Ch-Ch-Changes</p> <p>Subject Focus: Social Studies</p> <p>Central idea: People and events cause changes to happen over time.</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> individuals who have changed history benefits of their accomplishments recognizing individuals of diverse cultures <p>Concepts: Change and Reflection</p> <p>Jan. 14 – Feb. 15</p>	<p>Celebrate Good Times</p> <p>Subject Focus: Social Studies, Math, Language Arts</p> <p>Central idea: People around the world celebrate holidays and events to express their beliefs and values.</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> how different cultures celebrate holidays the symbols used in holiday celebrations how culture, religion, and traditions influence holidays <p>Concepts: Form, Function, and Causation</p> <p>Nov. 12 – Jan. 11</p>	<p>Can You Dig It?</p> <p>Subject Focus: Science, Language Arts</p> <p>Central idea: The earth's materials have a variety of properties that determine their uses.</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> properties of rocks and soils origin of earth materials how rocks and soils are used in different places <p>Concepts: Form, Causation, and Change</p> <p>Oct. 1 – Oct. 26</p>	<p>To Market, To Market</p> <p>Subject Focus: Math, Social Studies, Language Arts</p> <p>Central idea: The needs and wants of people are satisfied by resources.</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> how people earn an income differences between needs and wants types of goods and services <p>Concepts: Perspective, Connection, and Causation</p> <p>Feb. 18 – March 28</p>	<p>I Will Survive</p> <p>Subject Focus: Science</p> <p>Central idea: Survival depends on meeting the needs of living things.</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> basic needs of living things for survival use of natural resources how our actions affect earth's resources <p>Concepts: Connection, Responsibility, and Reflection</p> <p>April 8 – June 10</p>

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Monarch Collegiate Preparatory Academy

Kindergarten

Age	Who we are	Where we are in place and time	How we express ourselves	How the world works	How we organise ourselves	Sharing the planet
	An inquiry into the nature of the self; beliefs and values; personal, physical , mental, social and spiritual health; human relationships including families, friends , communities, and cultures; rights and responsibilities; what it means to be human.	An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind ; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.	An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic .	An inquiry into the natural world and its laws ; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.	An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations ; societal decision-making; economic activities and their impact on humankind and the environment.	An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things ; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.
5-6	<p>You Are You And I Am Me</p> <p>Subject Focus: Social Studies</p> <p>Central idea: People everywhere are alike and different.</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> personal identity how people grow and change how people are alike and different <p>Concepts: Responsibility, Change, and Connection</p> <p>Related Concepts: Family, Identity</p> <p>Oct. 8-Nov.16</p>	<p>Once Upon a Time</p> <p>Subject Focus: Language Arts , Social Studies</p> <p>Central idea: Stories teach us about the past.</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> how stories provide information about past cultures what a fairytale is how to discriminate between good and evil characters <p>Concepts: Function, Form, and Perspective</p> <p>Nov. 26-Jan. 25</p>	<p>Arts Alive</p> <p>Subject Focus: Science, Visual Arts</p> <p>Central idea: People can communicate their feelings through the arts.</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> how people use arts to express themselves what artists try to communicate different art forms <p>Concepts: Form, Perspective, Responsibility</p> <p>March 18-April 26</p>	<p>Weather Watchers</p> <p>Subject Focus: Science</p> <p>Central idea: Weather affects people and places.</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> the four seasons how weather affects daily activities how weather varies depending on where people live on earth different types of weather <p>Concepts: Change, Causation, and Form</p> <p>Jan. 28-March 15</p>	<p>It's Off to Work We Go</p> <p>Subject Focus: Social Studies</p> <p>Central idea: People play a role everywhere in the world.</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> different types of roles why roles are important where we have roles <p>Concepts: Form, Function, and Connection</p> <p>Related Concepts: Roles, Employment, Authority, Networks</p> <p>Sept. 4-Oct. 5</p>	<p>This Land is Our Land</p> <p>Subject Focus: Science</p> <p>Central idea: Land is a limited resource that is shared by people and animals.</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> animal life on the continents habitats around the world how people and animals interact with each other <p>Concepts: Responsibility, Form, and Connection</p> <p>April 29-June 7</p>

What is an IB education?

What is an IB education?



The IB programme continuum of international education

What is an IB education?

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The International Baccalaureate Organization (known as the IB) offers four high-quality and challenging educational programmes for a worldwide community of schools, aiming to create a better, more peaceful world. This publication is one of a range of materials produced to support these programmes.

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IB mission statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.



IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyse and to take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by 18 World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

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Introduction

The aim of this document is to communicate clearly what lies at the heart of an International Baccalaureate (IB) education. For educators, supporters, students and their families, it explains the ideals that underpin all IB programmes. By describing the IB's educational philosophy, *What is an IB education?* also offers support for schools on their IB journey through programme authorization and ongoing implementation.

In 1968, the IB Diploma Programme (DP) was established to provide a challenging and comprehensive education that would enable students to understand and manage the complexities of our world and provide them with skills and attitudes for taking responsible action for the future. Such an education was rooted in the belief that people who are equipped to make a more just and peaceful world need an education that crosses disciplinary, cultural, national and geographical boundaries.

With the introduction of the Middle Years Programme (MYP) in 1994 and the Primary Years Programme (PYP) in 1997, the IB identified a continuum of international education for students aged 3 to 19. A decade later, the adoption of the IB learner profile across the continuum described internationally minded learners of all ages. The learner profile continues to provide important common ground for these challenging, stand-alone programmes, each developed as a developmentally appropriate expression of the IB's educational approach. The introduction of the IB Career-related Programme (CP) in 2012 enriches this continuum by providing a choice of international education pathways for 16- to 19-year-old students.

The IB's work is informed by research and by over 40 years of practical experience. This overview honours the vision that launched the IB and sustains its growth today. The dynamic legacy of the IB's founders continues to support a growing global network of schools dedicated to high-quality education, ongoing professional development and shared accountability.

What is an IB education? aims to be informative, not definitive; it invites conversation and regular review. The IB has always championed a stance of critical engagement with challenging ideas, one that values the progressive thinking of the past while remaining open to future innovation. It reflects the IB's commitment to creating a collaborative, global community united by a mission to make a better world through education.

As the IB's mission in action, the learner profile concisely describes the aspirations of a global community that shares the values underlying the IB's educational philosophy. The IB learner profile describes the attributes and outcomes of education for international-mindedness.

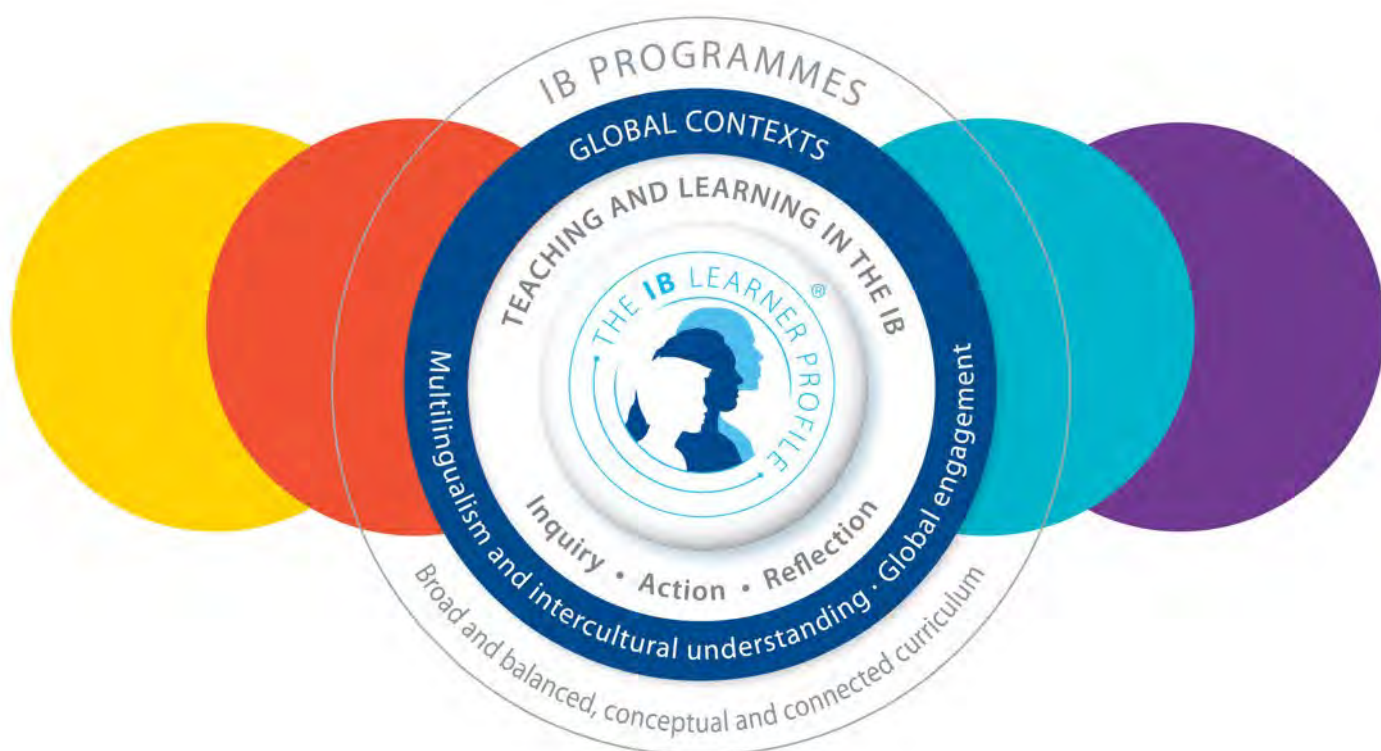
The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

Informed by these values, an IB education:

- centres on learners
- develops effective approaches to teaching and learning
- works within global contexts
- explores significant content.

Working together, these four characteristics define an IB education.







IB learners

At the centre of international education in the IB are students aged 3 to 19 with their own learning styles, strengths and challenges. Students of all ages come to school with combinations of unique and shared patterns of values, knowledge and experience of the world and their place in it.

Promoting open communication based on understanding and respect, the IB encourages students to become active, compassionate, lifelong learners. An IB education is holistic in nature—it is concerned with the whole person. Along with cognitive development, IB programmes address students' social, emotional and physical well-being. They value and offer opportunities for students to become active and caring members of local, national and global communities; they focus attention on the values and outcomes of internationally minded learning described in the IB learner profile.

IB learners strive to become inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced and reflective. These attributes represent a broad range of human capacities and responsibilities that go beyond intellectual development and academic success. They imply a commitment to help all members of the school community learn to respect themselves, others and the world around them.

IB programmes aim to increase access to the curriculum and engagement in learning for all students. Learning communities become more inclusive as they identify and remove barriers to learning and participation. Commitment to access and inclusion represents the IB learner profile in action.

The learner and the IB World School

The IB learner profile brings to life the aspirations of a community of IB World Schools dedicated to student-centred education. IB programmes promote the development of schools that:

- create educational opportunities that encourage healthy relationships, individual and shared responsibility and effective teamwork and collaboration
- help students make informed, reasoned, ethical judgments and develop the flexibility, perseverance and confidence they need in order to bring about meaningful change
- inspire students to ask questions, to pursue personal aspirations, to set challenging goals and to develop the persistence to achieve them
- encourage the creation of rich personal and cultural identities.

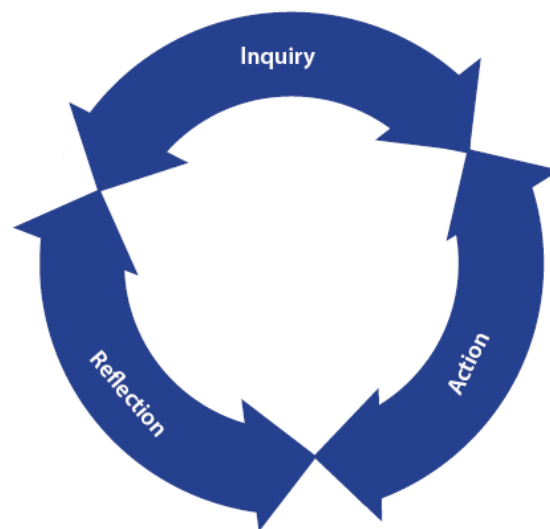
These educational outcomes are profoundly shaped by the relationships between teachers and students; teachers are intellectual leaders who can empower students to develop confidence and personal responsibility. Challenging learning environments help students to develop the imagination and motivation they need in order to meet their own needs and the needs of others.

IB programmes emphasize learning how to learn, helping students interact effectively with the learning environments they encounter and encouraging them to value learning as an essential and integral part of their everyday lives.



Teaching and learning in the IB

Teaching and learning in the IB celebrates the many ways people work together to construct meaning and make sense of the world. Through the interplay of asking, doing and thinking, this constructivist approach leads towards open, democratic classrooms. An IB education empowers young people for a lifetime of learning, independently and in collaboration with others. It prepares a community of learners to engage with global challenges through inquiry, action and reflection.



Inquiry

Sustained inquiry forms the centrepiece of the written, taught and assessed curriculum in IB programmes. IB programmes feature structured inquiry both into established bodies of knowledge and into complex problems. In this approach, prior knowledge and experience establish the basis for new learning, and students' own curiosity provides the most effective provocation for learning that is engaging, relevant, challenging and significant.

Action

Principled action, as both a strategy and an outcome, represents the IB's commitment to teaching and learning through practical, real-world experience. IB learners act at home, as well as in classrooms, schools, communities and the broader world. Action involves learning by doing, which enhances learning about self and others. IB World Schools value action that encompasses a concern for integrity and honesty, as well as a strong sense of fairness that respects the dignity of individuals and groups.

Principled action means making responsible choices, sometimes including decisions not to act. Individuals, organizations and communities can engage in principled action when they explore the ethical dimensions of personal and global challenges. Action in IB programmes may involve service learning, advocacy and educating self and others.



Reflection

Critical reflection is the process by which curiosity and experience can lead to deeper understanding. Reflective thinkers must become critically aware of their evidence, methods and conclusions. Reflection also involves being conscious of potential bias and inaccuracy in one's own work and in the work of others.

An IB education fosters creativity and imagination. It offers students opportunities for considering the nature of human thought and for developing the skills and commitments necessary not only to remember, but also to analyse one's own thinking and effort—as well as the products and performances that grow from them.

Through inquiry, action and reflection, IB programmes aim to develop a range of thinking, self-management, social communication and research skills referred to in IB programmes as “approaches to learning”.

Effective teaching and learning requires meaningful assessment. IB World Schools strive to clarify the purpose of student assessment, the criteria for success and the methods by which assessments are made. In IB programmes, assessment is ongoing, varied and integral to the curriculum. Assessment may be formal or informal, formative or summative, internal or external; students also benefit by learning how to assess their own work and the work of others.

IB students demonstrate what they know and can do through consolidations of learning, culminating with the PYP exhibition, the MYP personal project, the DP extended essay and the CP reflective project. The entire school community can be involved in providing feedback and support as students demonstrate their knowledge, understanding and mastery of skills.



Global contexts for education



In our highly interconnected and rapidly changing world, IB programmes aim to develop international-mindedness in a global context. The terms “international” and “global” describe that world from different points of view—one from the perspective of its constituent parts (nation states and their relationships with each other) and one from the perspective of the planet as a whole. Sharp distinctions between the “local”, “national” and “global” are blurring in the face of emerging institutions and technologies that transcend modern nation states. New challenges that are not defined by traditional boundaries call for students to develop the agility and imagination they need for living productively in a complex world.

An IB education creates learning communities in which students can increase their understanding of language and culture, which can help them to become more globally engaged.

Education for international-mindedness relies on the development of learning environments that value the world as the broadest context for learning. IB World Schools share educational standards and practices for philosophy, organization and curriculum that can create and sustain authentic global learning communities. In school, students learn about the world from the curriculum and from their interactions with other people. Teaching and learning in global contexts supports the IB’s mission “to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect”.

Multilingualism and intercultural understanding

For the IB, learning to communicate in a variety of ways in more than one language is fundamental to the development of intercultural understanding. IB programmes, therefore, support complex, dynamic learning through wide-ranging forms of expression. All IB programmes require students to learn another language.

Intercultural understanding involves recognizing and reflecting on one’s own perspective, as well as the perspectives of others. To increase intercultural understanding, IB programmes foster learning how to appreciate critically many beliefs, values, experiences and ways of knowing. The goal of understanding the world’s rich cultural heritage invites the IB community to explore human commonality, diversity and interconnection.



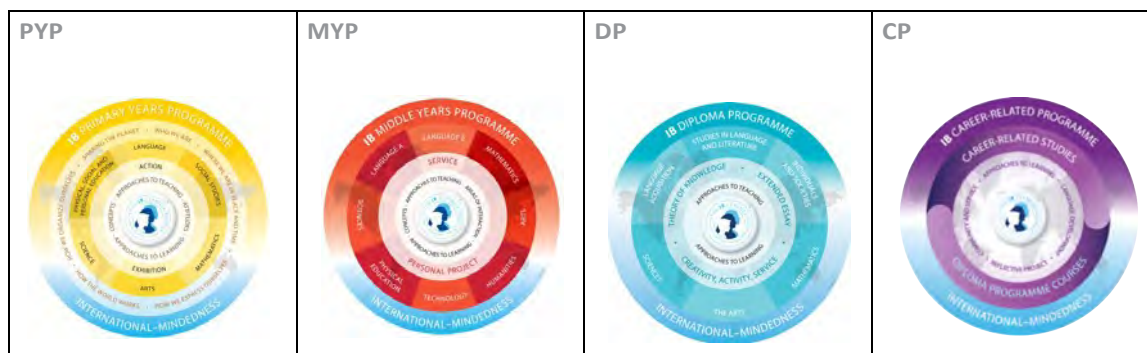
Global engagement

Global engagement represents a commitment to address humanity's greatest challenges in the classroom and beyond. IB students and teachers are encouraged to explore global and local issues, including developmentally appropriate aspects of the environment, development, conflicts, rights and cooperation and governance. Globally engaged people critically consider power and privilege, and recognize that they hold the earth and its resources in trust for future generations.

An IB education aims to develop the awareness, perspectives and commitments necessary for global engagement. The IB aspires to empower people to be active learners who are committed to service with the community.



Significant content



An IB education provides opportunities to develop both disciplinary and interdisciplinary understanding that meet rigorous standards set by institutions of higher learning around the world. IB programmes offer curriculum frameworks and courses that are broad and balanced, conceptual and connected.

Broad and balanced

An IB education represents a balanced approach, offering students access to a broad range of content that spans academic subjects. In the PYP, learning aims to transcend boundaries between subject areas. As students develop in the MYP, DP and CP, they engage subject-specific knowledge and skills with increasing sophistication.

Conceptual

Conceptual learning focuses on broad and powerful organizing ideas that have relevance within and across subject areas. They reach beyond national and cultural boundaries. Concepts help to integrate learning, add coherence to the curriculum, deepen disciplinary understanding, build the capacity to engage with complex ideas and allow transfer of learning to new contexts. PYP and MYP students encounter defined sets of key concepts, and students in the DP and CP further develop their conceptual understanding.

Connected

IB curriculum frameworks value concurrency of learning. Students encounter many subjects simultaneously throughout their programmes of study; they learn to draw connections and pursue rich understandings about the interrelationship of knowledge and experience across many fields. Course aims and programme requirements offer authentic opportunities to learn about the world in ways that reach beyond the scope of individual subjects.

In the PYP, students learn about and use knowledge, concepts and skills from a variety of subjects to explore six transdisciplinary themes of global significance. In the MYP, students study a range of subjects and often bring together two or more established areas of expertise to build new interdisciplinary understanding. In the Diploma Programme, students encounter a range of subjects, and through the creativity, activity, service (CAS) component of the DP core may continue their own explorations of physical activity and the creative process. Interdisciplinary DP courses and requirements offer students ways to explore new issues and understanding that reach across subjects, and the theory of knowledge (TOK) course helps students connect their learning across the curriculum. In the CP, the components of the core act as a link between the DP subjects and the career-related studies to assist students understanding across the curriculum.



In IB programmes, assessment forms an integral aspect of teaching and learning. To understand what students have learned and to monitor their progress, teachers use a range of assessment strategies that provide meaningful feedback. IB assessment supports good classroom practice by encouraging authentic performances of understanding that call for critical and creative thinking. Final assessments for older students in the IB continuum are internationally benchmarked. Assessment in the PYP stresses the importance of both student and teacher self-assessment and reflection with a primary objective of providing feedback on the learning process. A range of strategies for assessing student work take into account the diverse, complicated and sophisticated ways that individual students employ to understand their learning experiences. Assessment in the MYP features a robust design that includes rigorous, criterion-related internal assessment (course work) for all subject groups, as well as an optional range of externally marked or moderated onscreen examinations and portfolios of student work. Assessment in the DP aims to balance valid measurement with reliable results, providing an internationally recognized university entrance qualification whose results are based on both coursework and external examinations. Assessment in the CP incorporates the validity and reliability of DP subject assessment together with summative and formative assessment in the CP core.

Conclusion

An IB education is unique because of its rigorous academic and personal standards. IB programmes challenge students to excel not only in their studies but also in their personal growth. The IB aims to inspire a lifelong quest for learning hallmarked by enthusiasm and empathy. To that end, the IB gathers a worldwide community of supporters who celebrate our common humanity and who share a belief that education can help to build a better world.

The IB connects this higher purpose with the practical details of teaching and learning. A global community of IB World Schools put these principles into practice, developing standards for high-quality education to which they hold themselves mutually accountable. An IB education represents a testament to the power of this collaboration.

Education is an act of hope in the face of an always-uncertain future. An IB education calls forth the very best in students and educators alike. The IB believes that together we can help to prepare students for living and working in a complex, highly interconnected world.



Additional reading

What is an IB education? was informed by multiple perspectives and readings, which included the following English-language titles:

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A.3 Assessed Curriculum

With a major focus on literacy and interdisciplinary learning, Monarch will utilize the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) and the Benchmark Assessment System (BAS) to track ongoing benchmarks. The DIBELS assessment, specific to kindergarten and first grade, is a set of measures to help assess the acquisition of early literacy skills. Measurement areas tend to be short used to regularly monitor the development of early reading skills in phonological awareness, alphabetic principle and phonics, fluency and comprehension. The screenings will take place three times per year. The BAS, tailored to grades kindergarten through fifth, is a comprehensive tool to determine independent and instructional reading levels for placing students. The BAS assessment provides educators with information about a reader's word accuracy, self-corrections, comprehension and fluency rate. The BAS will portray accurate data that allows teachers to link the results of the assessment to their teaching, to ensure students' growth as readers. The objectives of these assessments are to:

- Promote student learning
- Provide information about student learning
- Contribute to the successful implementation of the programme

Assessment Policy and Philosophy

Monarch will utilize assessments to guide planning and instruction and to provide feedback on the learning process. By embodying the IB Learning Profile, we plan to model expectations in terms of diagnostic, formative, and summative measures, which yields a high-level curriculum level driven by assessment. In relation to the diagnostic/pre-assessment- teachers will utilize the assessment to gain a clear understanding of the students knowledge through activities and instruction. The formative assessment provides a clear comprehension of the students' learning processes, which enables the teacher to tailor lessons specific to the students need. Lastly, summative assessments allow students to demonstrate what they learned by applying their knowledge in authentic contexts. Every unit of instruction includes a summative assessment in which the teacher assesses the students' understanding of the central idea. Additionally, each IB program has an independent summative project that reflects the essential elements and discipline continuum of IB. See section A.2 Curriculum and Instruction for descriptions of the PYP Exhibition, MYP Personal Project, and DP Extend

One of the fundamental philosophies of IB is to incorporate students in all processes. As such students will play an active role in this assessment process. This process will encourage and develop their critical thinking and reflection skills. Inherently this philosophy is designed to engage community stakeholders in the quest to create a school culture that develops global citizens. Consequently the assessment is vital to informing best practices throughout all stages of the learning process.

Monarch intends to use different types of assessments, as we recognize students possess diverse learning styles. The ideal assessments will include both analytical and holistic benchmarks to best evaluate student progress and include aspects to:

- Allow engaged learners to reflection opportunities to establish goals, in addition to determine strengths and weaknesses;
- Incorporate and provide outlets for student feedback;
- Develop innovative student learning opportunities;
- Inform and guide teachers' planning and instruction;
- Develop customized profile for each student that details the student's learning patterns;

- Barometer to measure students' knowledge before embarking on new objectives; and
- Utilize data to drive decisions and compare student performances relative to national and state

Assessment Strategies

In addition to DIBELS, BAS and Northwest Evaluation Association (NWEA) the other assessment strategies Monarch teachers will integrate: written observations, general observations in various formats- such as small groups, large groups, 1:1 sessions, and performance assessments that focus on open ended solutions to problems. This approach will provide objective information about student skills; additionally teachers will use reflection opportunities to gain a clear knowledge of students learning growth and progress in relation to academic units. Other forms of assessments are: rubrics, student portfolio otherwise known as customized education plans; which are unique to the IB framework quizzes and standardized tests.

Standardized tests will be administered and scored in a consistent or “standard” manner for all students. The standardized tests will guide reason for having students complete these tests is to evaluate certain benchmarks for the entire population of students, as well as to have normative data to compare and reflect upon student development.

During the fourth grade level Monarch will administer the NWEA standardized test that evaluates students in English in Math, Reading at all grade levels and Science. This real time computer-based assessment aligns with Missouri Standards and is administered three times annually based on skill subsets.

The assessments denoted below will also be infused when age appropriate: MAP:

- Missouri Assessment Program. The MAP is a required statewide assessment for students in grades 3-12 and measures growth in Communication Arts and Math from grades 3-12, science from grade 5 and a series of End-of Course (EOC) exams in high school.
- STAMP: Standards based Measurement of Proficiency. STAMP is administered annually for students in grades 3-9 and assesses reading, writing, listening and speaking.
- World-Class Instructional Design and Assessment: benchmark assessment utilized at the beginning of the year for new students identified as ELLs. The screener form of this program's test determines the targeted services for ELL students.

Missouri Learning Standards

Monarch recognizes that the implementation of the new Missouri Learning Standards will have a significant impact on public schools in the state of Missouri and in IB schools worldwide that follow a similar US curriculum. In preparation for the originally intended common core standards, the IB commissioned studies to identify the broad relationships that exist between the overall expectations in the PYP, MYP and DP and the Missouri Learning Standards (MLS) for English language arts (ELA) and mathematics. The studies employ the structure of the K-12 MLS for ELA and mathematics to highlight the broad relationship with teaching and learning in the PYP, MYP and DP levels. Monarch intends to implement the findings to ensure curriculum alignment. See section A.3.1 for IB Curriculum Alignment Assets

Promotion and Retention

Monarch will adhere to all state eligibility guidelines in relation to promoting students academically. Other factors of consideration are social and emotional growth. The retention formula for promotion is the following: student must meet benchmarks detailed in the customized

education plan, which will align with the aforementioned factors. If the student does not meet all of the three elements, Monarch will recommend retention. Based on the safety nets infused by the Community Team process, Monarch plans to highly encourage parent engagement throughout the academic year, thus increasing clear communication in relation to the promotion and retention process.

The Head of School will determine final retention recommendations based on input from the Community Team by the month of April. Monarch will highly consider developing an appeals process to ensure a fair, equitable process. Consequently, Monarch may adopt a formal policy that requires remediation as a condition of promotion to the next grade level for any student identified as failing to master skills and competencies established for that particular grade level. Monarch may also recommend a home-based tutorial activities conducted by the parent to emulate best strategies to support the student, or more intense recommendations for a student with disabilities eligible for services pursuant to sections 162.670 to 162.1000, RSMo. The individualized education plan shall determine the nature of parental involvement consistent with the requirements for a free, appropriate public education.

As it relates to Limited English Proficient Students, retention and promotion decisions will be based on the students' academic skills, and not on the English language proficiency deficiencies. Any and all retention recommendations will be designed in the student's best interest. The Head of School will finalize the Promotion and Retention Policy and Rubrics.

See Section A.6 for Special Student Populations.

Professional Development

Research has shown that teaching quality and school leadership are the most important factors in raising student achievement. For teachers and leaders to be as effective as possible, they continually need to expand their knowledge and skills to implement the best educational practices. Monarch intends to offer a multitude of opportunities for educators to continue their learning. These opportunities include: face-to-face, informal contexts such as discussions among colleagues, independent reading and research; colleague observations, peer to peer learning, and online professional development to aid educators in helping students learn at their highest levels. Professional development offered on a weekly basis (Thursday Late Start's) is one strategy to strengthen educators' performance levels, in addition to the Summer Institute.

See section A.3.2 for IB Global Assets. Professional Development

During the formative years of the school Monarch will send all school personnel to face-to-face IB training, which involves 15 hours of professional development across two-and-a-half days, prior to the opening of the school. The purpose of this opportunity is to set the framework for sustained focus on professional growth and development. These workshops are specifically tailored for IB authorized or candidate schools to train their entire programmed staff and to focus on select programme issues and strategies. These workshops are recognized for school authorization and evaluation purposes and also provide:

- Collaborative learning experiences
- Opportunities to network and share best practice with peers
- Regional and global perspectives
- Personal interactions with colleagues

Professional development opportunities during the school calendar will include: classroom management, instruction, curriculum, school culture and operations, test preparation and administration, state standards, parent relations, and interactions with other teachers. This robust quality assurance framework will ensure high performance and aid in retaining both new and veteran educators.



Key findings from global research on the impact of IB programmes

The IB's Global Research department collaborates with universities and independent research organizations worldwide to produce rigorous studies examining the impact and outcomes of the IB's four programmes. Areas of inquiry include, but are not limited to: **standards alignment, programme implementation, the learner profile and student performance.**

Research on **standards alignment** examines how IB standards compare with those at national and state levels and to what extent IB graduates are prepared for post-secondary success. Key findings include:

- In the **UK**, the **curriculum content** of the Middle Years Programme (MYP), General Certificate of Secondary Education (GCSE) and International General Certificate of Secondary Education (IGCSE) were compared. Findings indicated that the curricula were generally similar, with the MYP offering all of the main aspects of the other two curricula. The MYP, however, provided greater content flexibility and emphasis on interdisciplinary studies and non-academic attributes, such as international-mindedness (Sizmur and Cunningham 2013).
- A study comparing former Diploma Programme (DP) and A-level (General Certificate of Education Advanced Level) students at two universities in the **UK** suggested that IB students tended to be more positive about their **research abilities and overall pre-university education** than the A-level students (Wray 2013).

Studies on **programme implementation** attempt to answer the questions: What is the impact/value-add of implementing IB programmes in schools? What changes, if any, result from implementation? What are the enablers or inhibitors of successful implementation? Key findings include:

- A case study of **Primary Years Programme (PYP) implementation in India** indicated high levels of emotional intelligence among PYP students and classroom observations suggested that, overall, teaching was "good" and "effective" (Pushpanadham 2013).
- **Implementation of the DP in state schools in Ecuador** had a visible impact on school culture and teacher pedagogy, resulting in more imaginative, interactive and well-organized lessons. Figure 1 highlights some of the ways IB implementation impacted schools (Barnett 2013).

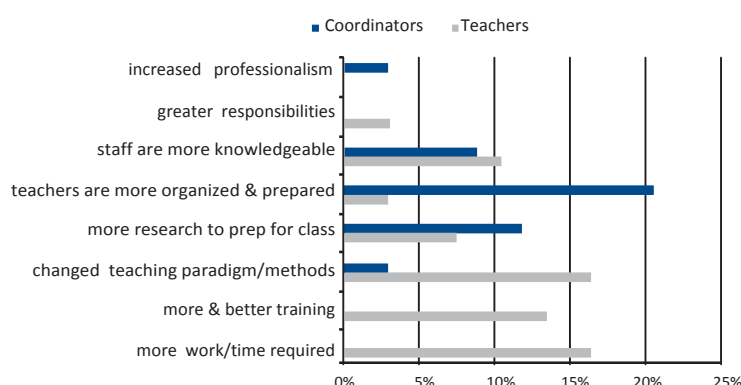


Figure 1. Ways that IB implementation impacted school personnel.

Research on the **learner profile** seeks to explain the extent to which IB students demonstrate the characteristics of the profile, and what distinguishes IB students in levels of motivation, values and attitudes. Key findings include:

- Comparing former MYP and non-IB students in the **United States**, the MYP appeared to have a positive influence on students' **global mindedness**. In particular, the MYP had a statistically significant effect on one aspect of global mindedness: "cultural pluralism" (Wade and Wolanin 2013).
- In a study examining the impact of the extended essay on student university success in **Canada**, in comparison with former non-IB students, former DP students indicated higher ratings of aspects of **inquiry learning** that represent self-regulation of the inquiry process. Additionally, IB students were less likely to view learning as primarily memorization of information (Aulls and Lemay 2013).
- Investigating the **civic-mindedness** of **North and South American** DP students, both students and creativity, action, service (CAS) coordinators indicated that participation in service helps to develop students who are more caring, open-minded, reflective and mature (Billig 2013). Study results also indicated that students tend to be motivated to serve more by "affective" or altruistic reasons than by practical ones, such as improving one's resume. Figure 2 displays some of these motivations (Billig and Good 2013).

For the full studies or for more information, please visit

Key findings from global research on the impact of IB programmes

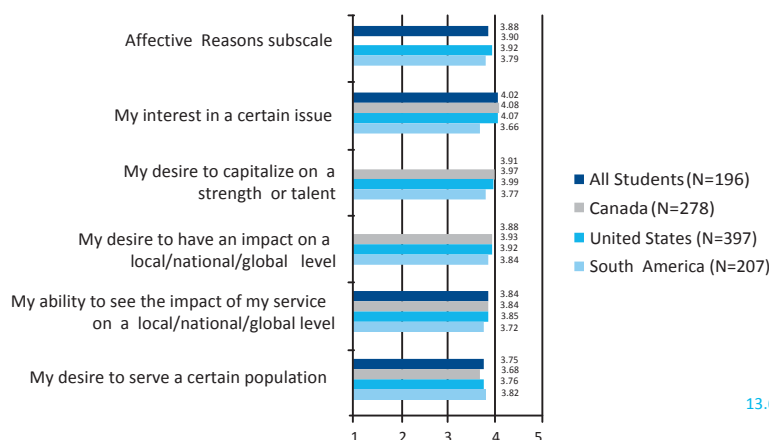


Figure 2. Affective/altruistic student motivations for engaging in service activities.

Studies associated with **student performance** investigate the academic experience of IB students and performance on external measures of academic achievement when compared with non-IB peers. Key findings include:

- In a **global** study examining PYP and MYP **student performance** on the International Schools' Assessment (ISA) for the years 2009–2011, generally the results suggest that IB students outperformed their non-IB peers in all four assessment areas: mathematical literacy, reading, narrative writing and expository writing (Tan and Bibby 2012).
- Exploring the **post-secondary destinations** and **university preparedness** of DP graduates from schools in **China**, in a sample of 1,612 students, the study found that 71.6% attended one of the world's top 500 universities. Qualitative findings from the same study

suggest that teachers and administrators believe strongly that the DP prepares students for a university education in terms of curricular content, study skills and ability to handle a rigorous workload (Lee, Leung, Wright, Yue, Gan, Kong and Li 2013).

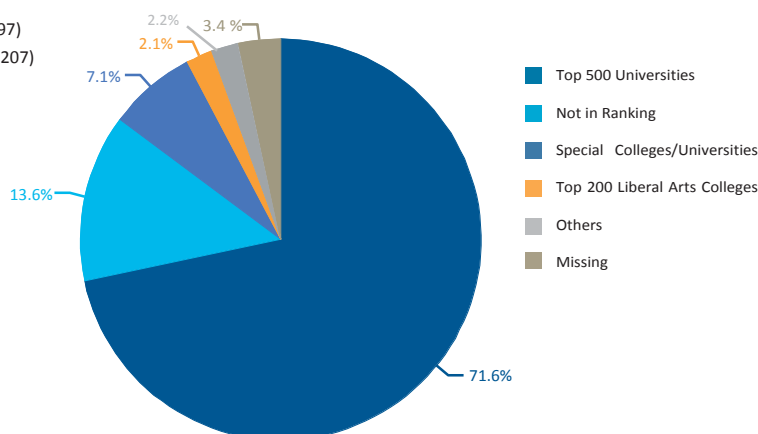


Figure 3. University destinations of DP graduates from 2002-2012 by university type and ranking.

- At the University of Virginia (UVA) in the **United States**, former DP students indicated that the **extended essay** experience had equipped them to conduct a variety of aspects of research. In comparison to former AP students, former DP students were more likely to report they felt prepared for college-level coursework; had conducted research projects at UVA; felt proud of their research; and believed their research skills would be important to future success (Inkelas, Swan, Pretlow and Jones 2013).

This information sheet provides a brief overview of key findings to come out of recent research commissioned by the IB Global Research department from 2012 to 2013, and does not attempt to represent all research on the IB available in the field. As with all research, findings must be placed within the particular contexts in which the studies took place. To read more in-depth summaries of the studies or the complete reports, as well as projects currently under way, please visit: <http://www.ibo.org/research>.

Aulls, MW and Lemay, D. 2013. *Exploring the learning benefits and outcomes of the IB extended essay in preparing students for university studies in Canada*. Montreal, Quebec, Canada. Department of Educational and Counselling Psychology, McGill University.
Barnett, E. 2013. *Research on the implementation of the Diploma Programme in Ecuador's state schools*. New York, NY, USA. National Center for Restructuring Education, Schools, and Teaching, Teachers College, Columbia University.
Billig, SH 2013. *Impact of participation in CAS on students' civic-mindedness and civic engagement*. Denver, Colorado, USA. RMC Research Corporation.
Billig, SH and Good BM. 2013. *International Baccalaureate Diploma Programme: Study of North and South American students' civic-mindedness, Phase II*. Denver, Colorado, USA. RMC Research Corporation.
Inkelas, KK, Swan, A, Pretlow, J and Jones, J. 2013. *Exploring the benefits of the International Baccalaureate extended essay for university study at the University of Virginia*. Charlottesville, VA, USA. Center for Advanced Study of Teaching and Learning in Higher Education, University of Virginia.
Lee, M, Leung, L, Wright, E, Yue, T, Gan, A, Kong, L & Li, J. 2013. *A study of the International Baccalaureate Diploma in China: Programme's impact on student preparation for university studies abroad*. Hong Kong. Education Policy Unit, Faculty of Education, University of Hong Kong.

<http://www.ibo.org/research>, or contact
research@ibo.org

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For the full studies or for more information, please visit

Department of Educational Administration, the Maharaja Sayajirao University of Baroda.

Curran, J and Cunningham, R. 2012. *International Baccalaureate Middle Years Programme (MYP) in the UK*. Slough, Berkshire, UK. NFER.

Curran, J and Bibby, Y. 2012. *Performance Comparison between IB School Students and Non-IB School Students on the International Schools' Assessment (ISA) and on the Social and Emotional Wellbeing Questionnaire*. Melbourne, Australia. Australian Council for Educational Research.

Curran, J and Wolanin, N. 2013. *Continuation Study of Student Performance and Engagement in the Middle Years Programme*. Bethesda, Maryland, USA. International Baccalaureate Organization.

Curran, J, D. 2013. *Student perceptions of the value of the International Baccalaureate extended essay in preparing for university studies*. Coventry, UK. University of Warwick.



IB WORKSHOPS AND RESOURCES

2016 CATALOGUE



IB PROFESSIONAL DEVELOPMENT



International Baccalaureate
Baccalauréat International
Bachillerato Internacional

ABOUT THE ARTIST: CHARNÉ OLIVIER



My name is Charné Olivier. I was a 2014 graduate from the International School of Luxembourg (ISL) and I am currently studying Sports Science at the University of Loughborough in the UK.

For as long as I can remember, I always managed to notice patterns around me and my love for pattern has always played a

huge part in my life. I therefore used the patterns as my primary source of inspiration throughout my final two years of the IB in HL Visual Art.

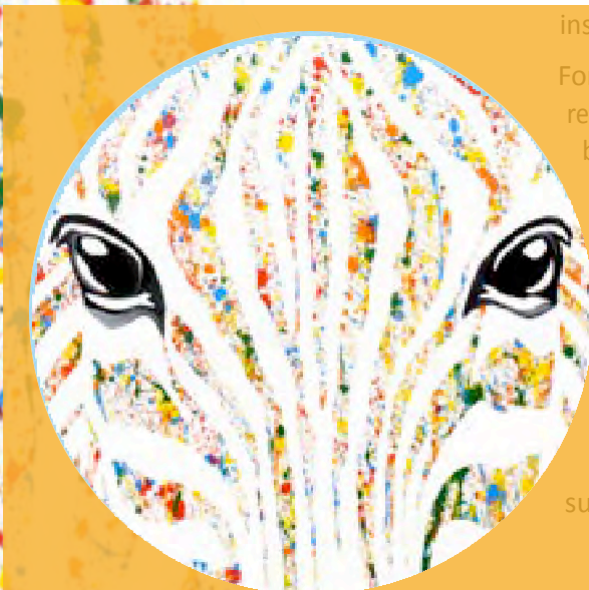
As every pattern or form tells its own story and has a different purpose, so did each piece in my body of artwork. Some pieces concentrate on patterns showing cultural diversity while others serve as an aesthetic, playing with composition.

This specific “zebra” piece, however, is a piece with great depth of meaning and symbolism that is quite close to my heart.

When former South African president Nelson Mandela died at the age of 95 on the 5th of December 2013, I wanted to pay tribute to him through my artwork. The death of Nelson Mandela was a great loss for my country as he was a crucial player in the civil rights movement between black and white South Africans. In 1994, he became president and in his inauguration speech he shared his wish for the nation to become a “Rainbow Nation”. It is from these words that I found inspiration for this project.

For me, the black and white stripes on the zebra represent the white and black population as they have been living in South Africa, before 1994. The black and white colours on their own illustrate the fact that every race was seen and functioned as an individual, separate from each other and not as a nation.

By introducing various splashes of colours in the place of the original black stripes, I have captured the symbolism that South Africa is now a Rainbow Nation of unity, where integration of opposites are possible and where all South Africans can live to be supportive members of one community.



Dear Colleague,

IB professional development creates transformative experiences for international educators so that they can do the same for students. This is our mission statement, and it drives everything we do. Every year, this catalogue contains an increasing variety of workshops and other resources to keep you learning, growing and evolving as an international educator.

Are you interested in leading in an international education context? The 2016 catalogue contains a series of new workshops that will support you in achieving your goal (see pages 62-63). Whether you're already an IB teacher or coordinator or you're a teacher in a national system, five new and specialized IB leadership workshops give you the perfect opportunity to take the next step in your professional growth.

Participate in just one leadership workshop or attend them all. enroll online or attend face-to-face events at venues offered around the globe. However you choose to engage, you will deepen your understanding of how to lead in an IB context and expand your leadership portfolio. These leadership workshops are all about intercultural awareness with a laser focus on developing your individual leadership capabilities. You will be challenged and supported as you move beyond your own experience and draw on a complex blend of local and global contexts to become successful in leading international education wherever you go, wherever you work.

Are you curious about online learning? Try one of our online workshops and see how this style of professional development can fit easily into your life. explore topics in depth, enjoy ample time to reflect on what you learn, and dive into the opportunity to engage with your peers globally in a rich and interactive online environment. DP teachers and coordinators can check out IB DP Advantage and sample it for free on our website. All educators can enjoy the IB Webinar Pass—monthly opportunities to connect with colleagues around the world and discuss hot topics in real time. Visit the professional development pages at www.ibo.org to find more information on all that we offer.

As always, all of the professional development experiences we offer are supported by a global architecture, robust quality assurance, and skilled workshop leaders and developers. High-quality IB PD not only enhances teaching your practice, it greatly benefits your students. We appreciate your continued participation in IB Professional Development and look forward to exceeding your school's PD expectations in 2016 with transformative experiences for all IB educators.



Anthony Tait
Global Professional Development Director



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eXPLORe IB PROFeSSIONAL DeVeLOPMeNT

The IB offers many professional development (PD) options and pathways, all of which are supported by a global architecture, consistent workshop materials and ongoing workshop leader training.

Face to face workshops

Almost all of the IB workshops included in this catalogue are offered around the world in venues that bring hundreds of teachers together to participate in multi-day learning events. Most workshops are 15-hour modules offered over 2.5 days, but other options are available based on regional needs.

Online workshops

IB online workshops complement regional face-to-face workshops, widening access for teachers from all IB regions. Both online and face-to-face category 1 workshops count towards IB programme authorization. A wide range of online workshops are available for new and experienced coordinators, teachers and administrators in all of our educational programmes and for the continuum. Workshops are available in English, French and Spanish (available languages are indicated next to each workshop title) and typically span 4 weeks, requiring around 15 learning hours.

The knowledge exchange that the online environment promotes between IB teachers living and working around the world is unmatched by any other type of PD. The IB's high-quality learning platform promotes invaluable social and professional interaction.

e-Learning and blended learning

In addition to our face-to-face and online workshops, we offer webinars, self-study e-Learning resources and other online resources to meet the needs and learning styles of all individuals. These tools help educators focus on a more specific aspect of IB programmes and offer "just-in-time" learning that can be applied in the classroom straight away.

We are also beginning to pilot a variety of blended workshops that should combine the best of face-to-face and online approaches. Blending the two modes of delivery minimizes time away from school and means that the contact time can be used most effectively. A typical example might be three hours online, either side of a two day face-to-face event. This allows for learning over time and for building long-term professional relationships, both of which are so valued by IB workshop participants. Blended workshops give educators a flexible approach to their professional growth and encourage both independent and collaborative learning. Several pilots are underway, so please continue to check the IB calendar for blended learning offers as they become available.

In-school and district or cluster workshops

These workshops allow IB authorized or candidate schools to train their entire programme staff on their own premises and focus on select programme issues and strategies. These workshops are recognized for school authorization and evaluation purposes. Workshops may be delivered over two days or during out-of-school hours, depending on the availability of a local facilitator. Contact your regional IB professional development team for more information.

Which workshop category is right for me?

IF... you are new to an established IB World School that has been authorized for many years, but you have no prior IB experience.

... you know very little about the philosophy of the IB and the structure of the programme (including assessment procedures).

Category 1 is appropriate.

IF... you are at an established IB World School offering the MYP or DP that has been authorized for many years, but you have not taught in the programme.

... you are aware of the philosophy of the IB and the structure of the programme.

... you are very familiar with the IB subject guide (including assessment procedures, moderation) and are confident to begin teaching the course.

Category 2 is appropriate.

IF... you are in an IB World School offering the MYP or DP and have just taken over from someone else who has been teaching the particular course and have "inherited" an existing course outline.

... you know about the philosophy of the IB and are somewhat familiar with the structure of the programme.

... you are not familiar with the assessment procedures and overall structure of the course you will be teaching.

Category 1 is appropriate. This will give you the opportunity to review the course you have inherited and make changes to suit your own style and expertise.

Which workshop category is right for me?

IF... you have several years of experience working in an IB World School in a particular programme.

... you fully understand the IB philosophy, pedagogy and structure, and want to delve more deeply into a particular area of interest.

... you do not teach at an IB World School but wish to engage in focused study on a topic of interest.

Category 3 is appropriate.

For PYP

IF... you have several years of experience working in an IB World School in a particular programme and have completed a category 1 workshop.

Category 3 is appropriate.

IF... you have several years of experience working in an IB World School in a particular programme and have completed a category 1 workshop.

... you wish to develop a deeper understanding of the IB standards and practices in the context of classroom experience.

Category 2 is appropriate.

WORKSHOP CATEGORIES

Category 1: Developing expertise in new IB educators

Category 1 workshops provide professional development and assistance for schools that have decided to apply for IB authorization, the process schools undertake to become IB World Schools.

educators who are new to a school with an existing IB programme, or those interested in joining an IB World School, should also consider category 1 workshops. Participants will learn about:

- the basic philosophy and curricular model of the programme
- programme standards and practices appropriate to the participants' role
- the appropriate framework for their programme of choice.

Category 2: Developing expertise in current IB educators

Category 2 workshops look at assessment, teaching and learning methodologies and best practice in the classroom. They are for educators who have already been teaching their particular IB programme.

Participants will be expected to have a good understanding of their programme, as well as practical experience in assessment, so they can share good practices.

Participants will:

- make connections between programme frameworks and classroom practice
- enhance their understanding of assessment in IB programmes
- discuss and analyse standards and practices appropriate to their role.

Category 3: Strengthening skills and sharing exceptional practice

Category 3 workshops vary in terms of audience. Some are for more experienced educators who want to enhance their professional development portfolios. Others are for all educators--those with and without a great deal of IB experience. Read the workshop and recommended audience to make the appropriate choice. Participants will engage in detailed discussions on topics such as learning theory, pedagogy, assessment and other scholarly interests.

These workshops also cover subject-specific content, administrative leadership and pedagogical leadership, and subject-specific seminars, which help educators understand changes to the IB curriculum.

WHAT IS A SUBJECT-SPECIFIC SEMINAR?

The IB publishes new subject guides at the beginning of the calendar year, and then offers subject specific seminars to help educators understand and implement the changes.

Why should you attend?

These seminars offer an important opportunity for experienced teachers to fully acquaint themselves with change to particular subject area. They explain and exemplify the teaching and learning framework, the guidelines and requirements for implementation, the objectives and criteria, and the assessment tools and task types.

Academic staff from the programme development team and/or a member of the curriculum review team will be on hand throughout the workshop to answer questions and participate in discussion.

NOTE: Subject-specific seminars are for experienced teachers only. Educators who are new to the IB should attend a category 1 workshop.

Where do they take place?

These events are taking place in each region where IB World Schools operate. Visit ibo.org/events to find the location and date that works best for you.

What you need to know

Subject-specific seminars are held as face-to-face events within the first three months following publication of the new guide. After that time, both online and face-to-face workshops will correspond to the new curriculum guide(s); workshops held prior to the subject-specific seminars will work to the current guide(s).

What subject-specific seminars are happening in 2016?

Extended Essay

Visit <http://ibo.org/en/workshops>.

Which workshop category is right for me?

For MYP

IF... A large urban school district is considering the implementation of the MYP but is unsure about certain aspects of the renewed MYP that may challenge their school community.

The head of school should attend the category 1 Heads of school/MYP coordinators: Implementing the MYP curriculum workshop and, if possible, the coordinator designee. Once granted candidate status, they must send the coordinator and one teacher from each subject group to a category 1 workshop.

IF... A head of school and coordinator from a long-standing IB World School are concerned that the recent programme changes may mean that teachers are out of sync with the new MYP. They would like to clarify what the coming changes mean to them as they prepare for programme evaluation.

They should attend the category 2 workshop Heads of school/MYP coordinators: Delivering the MYP curriculum and send one teacher from each subject group to a category 2 workshop.

IF... you are a coordinator who wants to know if the professional development offerings reflect the recent changes in the MYP.

All MYP category 1 and category 2 workshops are based on current curriculum requirements. Attendance at these workshops fulfills requirements for training that must be completed by January 2017.



Primary Years Programme

PRIMARY YEARS PROGRAMME

NOTE: All workshops are facilitated by trained workshop leaders experienced in teaching in IB programmes. All category 1 workshops are available in english, French and Spanish.

Category 1

The following workshops meet the requirements for authorization. Please note that each has a different audience and focus.

An introduction to the IB programme standards for administrators new to the PYP



Workshops key



Face to face



Face to face in Spanish



Face to face in French



Online in english



Online in Spanish



Online in French

Recommended for:

Administrators new to the Primary Years Programme (PYP). Participants may be from non-IB schools as well as from schools that have identified themselves as interested, candidate or authorized. This workshop is for members of educational leadership teams (school directors, primary principals and assistant principals and designated PYP coordinators) who:

- *are in schools conducting a feasibility study with a view to implementation of the PYP*
- *work in non-IB schools but are interested in learning about the programme*
- *are new to the PYP and/or*
- *are about to join an authorized or candidate school.*

This workshop will provide a basic understanding of the PYP for members of educational leadership teams who are either considering the implementation of the PYP or joining an authorized or candidate school. The sessions will focus on international-mindedness from the PYP perspective; the IB standards and practices; an overview of the written, learned and assessed curriculum; and the verification process, including the services provided by the IB and the significance and role of leadership in an IB World School offering the PYP.

An introduction to the PYP curriculum model



Recommended for:

Teachers from non-IB World Schools as well as from schools that have identified themselves as interested, candidate or authorized.

Participants:

- *do not have to be working in an IB World School*
- *may be in schools conducting a feasibility study with a view to implementation*
- *may be about to join an authorized or candidate school*
- *may have just commenced teaching in an authorized or candidate school.*

This workshop will introduce the PYP as a systemic and all-encompassing curriculum through the study of *Making the PYP happen: A curriculum framework for international primary education* (January 2007, revised December 2009). Participants will look at the implications of the learner profile as an expression of the philosophy of the IB and its contribution to the development of international-mindedness. They will review the standards and practices that are crucial in preparation for verification. The workshop will present an overview of the written, taught and assessed curriculum as it pertains to concepts, knowledge, skills, attitudes and action—the five essential elements of the PYP that are integral to classroom practice.

Making the PYP happen in the classroom



Recommended for:

This workshop is for administrators, coordinators and teachers who are working in schools where the programme is being implemented and have had an induction by their PYP coordinator, have taught approximately six months in an IB World School offering the PYP and have collaboratively planned at least one unit of inquiry, or have been working with the programme for some time but feel the need to revisit the basic philosophy and framework of the programme.

This workshop assists teachers who are currently in an IB World School offering the PYP but did not have the opportunity to receive category 1 workshop training before commencing their responsibilities. It assumes a familiarity with the planning process and the philosophy of the PYP.

Participants will develop their personal knowledge and understanding of the essential elements of the programme;

deepen their understanding of international-mindedness and the learner profile; prepare themselves for planning, teaching and assessing students; and develop skills to analyse and refine the school's programme of inquiry. The workshop environment supports educators as lifelong learners through reading and discussing current pedagogy and research. It supports teachers with their insights and questions on their journey to implement the PYP.

Making the PYP happen in the classroom in the early years



Recommended for:

This workshop is for administrators, coordinators and teachers who are working in early years settings where the programme is being implemented. They will have had an induction by their PYP coordinator, have taught approximately six months in an IB World School offering the PYP and have collaboratively planned at least one unit of inquiry, or have been working with the programme for some time but feel the need to revisit the philosophy and framework of the programme from an early years perspective.

Children in early years settings naturally learn and play in a transdisciplinary manner. At the water table, while counting or painting at the easel, it is possible for speaking, listening, counting, motor skills development, science and so much more to happen simultaneously. Early years educators in the PYP seek to plan for a play-rich learning environment that provides many opportunities for purposeful and stimulating play. Participants will develop their personal knowledge and understanding of the essential elements of the PYP; deepen their understanding of international-mindedness and the learner profile; prepare for planning, teaching and assessing students; and develop skills to analyse and refine the school's programme of inquiry. A supportive learning environment guides early years educators to reflect and co-construct sound practice through reading and discussing current pedagogy and research. Encouraging a child to explore and discover within a supportive, secure and scaffolded framework at an appropriate developmental level is key to making the PYP happen in the early years.



Assessment in the early years



Recommended for:

Teachers, administrators and coordinators who have attended a category 1 PYP workshop. Participants are required to have an in-depth understanding of the philosophy and curriculum framework of the PYP as well as a sound understanding of constructivism and inquiry in the context of early childhood development.

This workshop helps participants develop understandings about the role of assessment within an early years constructivist classroom, learn about the connection between assessment and concept-driven learning and explore the relationship between assessment and documentation. Workshop sessions cover the purpose, function and process of assessing young children as well as strategies and tools for assessment of play-based inquiry learning in authentic contexts.

Collaborative planning



Recommended for:

PYP teachers and coordinators.

This workshop provides PYP teachers with the chance to learn more about themselves and others as they work together in school situations. Effective collaborative practices are explored through analysing and sharing flexible systems and structures; role-play; practical, collaborative learning experiences; and investigating the use of technology to promote collaboration. The collaborative process supports the transdisciplinary nature of the PYP. The power of this is demonstrated through a simulation of the planning process, highlighting ways to engage the whole teaching team in developing units of inquiry. Collaborative planning in the PYP is about learning to build positive professional relationships that lead to improved student learning.



*Did You Ever Wonder?
Fostering curiosity here,
there and everywhere*

Category 2

All category 2 Primary Years Programme (PYP) workshops are tailored for administrators, coordinators and teachers who:

- have been working with the programme for at least one school year*
- have previously attended a category 1 PYP workshop.*

Action



Recommended for:

PYP teachers and coordinators.

In this workshop, teachers critique the environments and provocations they provide for action to take place. Every element of the PYP supports the individual's engagement in action through knowledge, skills, attitudes, problem-posing and problem-solving. Participants will discuss how students learn to choose to act, and to reflect on their actions, so that they contribute to their own well-being and that of the community and the environment. Teachers will appreciate that action takes many different forms with a range and balance of teacher and student initiative. Strategies to assess action will also be considered.

Assessment



Recommended for:

PYP teachers and coordinators.

This workshop offers opportunities to explore the latest developments in assessment processes and their applications. Identifying what students know, understand, can do and feel at different stages in the inquiry process requires careful gathering and analysis of information about student performance. Participants will explore the purpose of assessment, a range of assessment practices, record keeping and communication, and school-wide policy development. In addition to being highly relevant to classroom practices, participants have the opportunity to explore thinking in a supportive environment where facilitators and fellow participants mentor and coach each other in the true sense of collegial support and learning.

Pedagogical leadership



Recommended for:

PYP administrators and coordinators.

This workshop deepens the understanding of the transdisciplinary and inquiry-based pedagogy of the PYP. It looks at how assessing schools against the IB standards and practices supports the planning, implementation and improvement of the programme. It explores the partnership between administrators and PYP coordinators in determining the responsibilities of the pedagogical leadership team. Leaders are encouraged to examine how the diverse ways people think, learn and work affect how their learning communities function. Change is complex and there are many factors that impact its effectiveness. The workshop assists leaders to more effectively manage change, particularly as it relates to the ongoing implementation of the PYP.

Pedagogical leadership in the early years



Recommended for:

Coordinators, administrators and pedagogical leaders in early years settings.

Leadership is the continuous improvement of instructional practice and student learning over time. This workshop explores the fundamental requirements for effective leadership in the unique context of the early years. Participants will investigate leadership styles, the conditions and systems that support the learning and development of young children, research-based practice and facilitation of change in kindergartens and early learning centres. The workshop emphasizes the links between the IB standards and practices and effective practices, structures and policies in the early years environment.

Programme of inquiry: A strategy to support school's self-assessment



Recommended for:

This workshop is most beneficial for PYP coordinators, year-level leaders and area-level leaders. Schools are encouraged to consider sending two people from their staff.

This workshop addresses the PYP requirement that schools have a system for regular review and refinement of the programme of inquiry. It provides participants with clear criteria for evaluating a programme of inquiry document, and a suggested process to carry out a school-wide self-assessment, which is central to the written curriculum in a school. The programme of inquiry transcends the subject areas in order to explore issues that are relevant, significant, engaging and challenging. Participants will gain a deeper understanding of the criteria for developing central ideas and lines of inquiry as well as understanding the need for balance and articulation within the programme of inquiry. In addition, participants will learn how to give feedback to each other and make changes in the context of a shared and collaborative effort.

Teaching and learning



Recommended for:

PYP teachers and coordinators.

This workshop focuses on the “taught curriculum” component of the PYP model and seeks to provide some answers to the question “How best will we learn?”. Participants are introduced to a variety of practical teaching strategies that will assist in facilitating differentiated inquiry and learning in their classrooms. Participants will examine the links between an inquiry-driven curriculum, inquiry- process models, construction of meaning and active responsible learning. Areas covered include questioning tactics, differentiation, grouping and learning styles, underlined by the principles of backward design and effective assessment for learning.



The exhibition



Recommended for:

Teachers, heads of school and coordinators.

This workshop uses inquiry to engage participants with the varied resources, readings and tools to optimize the exhibition for students in the PYP. Teachers will explore the importance of enduring understandings and how the students' voice can lead the learning and the action through local, national and global issues. The exhibition is viewed as a collaborative process; this workshop is a time to listen, view and share exhibition experiences and develop a conceptual understanding of this culminating learning experience for students. *The Exhibition guidelines* (July 2008) and the *Programme standards and practices* (January 2014) will be used as a reference point for this reflection.

The written curriculum



Recommended for:

PYP teachers and coordinators.

The PYP definition of curriculum includes the written, taught and assessed curriculum and the interdependent relationship of the three. Teachers and students share the responsibility for curriculum development. This workshop focuses on the layers of the written curriculum—the programme of inquiry, unit planners and scope and sequence documents—and the direct impact they have on each other and on student learning. Participants will collaboratively examine the role of key concepts, related concepts and curriculum mapping techniques to ensure a balance between disciplinary and transdisciplinary teaching and learning.



Ten Tales from Different Cultures

This beautifully illustrated set of 10 books draw on folktales and legends from different countries and cultures around the world.

Category 3

3- to 5-year olds



Recommended for:

Teachers and coordinators in the early years.

Inquiry extends beyond asking and answering questions. It is provoked through a stimulating environment, where the teacher acts as guide, facilitator and co-learner. Participants will further explore the importance of environment through considering how it shapes learners, how the way we structure space and time reflects what we believe about children's learning, and what learning is "important". Teachers will develop an understanding of how mathematics and language concepts can be taught in creative, playful and meaning-making ways in which children learn at their own rates. The written, taught and assessed curriculum is also considered within the context of young children.

Bilingual and multilingual teaching and learning



Recommended for:

Primary Years Programme (PYP) teachers, IB coordinators and school leaders/decision makers.

This workshop investigates how to create and support effective bilingual or multilingual schools. Participants will consider the importance of authentic inquiry and the responsibility every teacher has as a teacher of language. They will examine the implications of bilingualism and multilingualism on timetabling models, differentiated classroom practice, resourcing and curriculum planning. Participants will explore how school policies and structures support the areas of learning language, learning through language and learning about language in mother tongue and other languages that form the school's language profile.



Concept-based learning



Recommended for:

PYP teachers and coordinators.

In the PYP, concepts and conceptual questions drive the way we teach and learn in a transdisciplinary context. This workshop will explore concepts in greater depth. Participants will review the theory behind conceptual thinking, develop a better understanding of key and related concepts and analyse the programme of inquiry and units of inquiry through different conceptual lenses. Participants will also explore practical ways of assessing a learner's conceptual understanding within a unit of inquiry.

Creating inclusive classrooms: Access for all students in the PYP



Recommended for:

Learning consultant specialists or teachers specialists supporting students with diverse learning needs, classroom teachers and IB coordinators. It can be advantageous to pair a classroom teacher or coordinator with learning consultants.

Internationally minded schools celebrate diversity, but how do IB World Schools provide an inclusive learning environment, ensuring student differences are seen as a means to enrich learning for all? This workshop enables participants to extend their knowledge, skills and understanding of how to provide access and support for all students, focusing on student strengths, capabilities and challenges. Participants will examine how inquiry, as promoted in the PYP, allows each student's understanding of the world to develop in a manner and at a rate that is unique to that learner. Participants will have the opportunity to reflect on classroom practices and units of inquiry through the lenses of differentiation and the use of information and communication technology (ICT) to remove barriers to learning. Participants will explore models of collaborative teams that facilitate support for all learners and will create an action plan to develop school policy documents that consistently support access and inclusion for all students.

Digital citizenship



Recommended for:

PYP administrators, coordinators, teachers and school counsellors.

Understanding the issues around current and emerging technologies can influence systemic change in learning organizations, leading to engaging and authentic applications of student learning. In this workshop, participants will develop their own understanding, skills and confidence as digital citizens. The workshop will also provide opportunities for participants to explore ways of developing effective digital citizenship in their students. Participants will be exposed to a range of digital technologies and consider how they may be combined with inquiry-based pedagogy to enhance international-mindedness and global awareness and make the world their classroom.

Encouraging children's creative instincts in the classroom



Recommended for:

Classroom and specialist teachers.

More than three decades ago, psychoanalyst Dr Silvano Arieti (1976) identified that, regardless of the viewpoint or societal effects, creativity is a subject to be studied, cherished and cultivated. Now, more than ever, educationalists are agreeing with him. The questions "What competencies will be required for the future?" and "What should be taught in schools?" are becoming increasingly important as education shifts from the acquisition of knowledge to the promotion of a set of 21st century competencies. Creativity features prominently on the list. Although creativity itself is a vast and elusive concept, we can look at tangible ways to promote creativity in the classroom and equip children for the future. In this workshop, participants will develop the following understandings:

- the nature of creativity
- models and approaches to creativity
- the role of creativity in education
- creativity in the curriculum (teaching creatively and promoting creativity in children)
- ways to promote creativity in ourselves and in our teaching practice
- building learning communities that promote creativity.



Inquiry



Recommended for:

PYP teachers and coordinators.

Inquiry is the pedagogy that underpins all programmes in the IB. This workshop looks at how the PYP framework provides opportunities for all learners to engage in relevant and significant inquiries through the transdisciplinary themes and in single-subject classes. Participants will critique a range of inquiry models emphasizing that inquiry is an ongoing process that leads to reflection, new inquiries and deep understanding. Inquiry is true differentiation, supporting the personal construction of meaning and meaningful action regardless of language competency or learning style.

Inquiry and the additional language teacher



Recommended for:

Administrators, coordinators and teachers who are responsible for language policy, teach an additional language in a PYP school and wish to understand and work more effectively with their additional language colleagues.

All teachers in the PYP are teachers of language. However, teachers of the school's additional language face further challenges. This workshop looks at the concept-based inquiry nature of the PYP and how it relates to learning language, learning through language and learning about language.

It provides opportunities for teachers to share strategies and resources to support additional language learning as collaboration within the units of inquiry and as stand-alone subjects. Participants will critique units of inquiry and examine the IB's sample planners that include the additional language teacher. They will use this socially constructed knowledge to design new units of language inquiry across the transdisciplinary themes. The workshop will also develop strategies for collaboration with the classroom teacher and for communicating the value of their teaching to the wider school community. Throughout the workshop, the importance of the school's language policy in framing language learning will form a critical base to plan for improvement.

Literacy, mathematics and symbolic learning in the early years



Recommended for:

Administrators, coordinators and teachers who have an understanding of the philosophy and curriculum framework of the PYP and would like to apply that to early learning.

Symbolic language is where the journey to literacy and numeracy begins. Counting, making marks, recognizing shapes in the environment and viewing environmental print are all informal forays into language and mathematical learning. Through encouraging a transdisciplinary learning approach, educators can offer sufficient scaffolding to guide and support children to learn more at their own developmental level. Through a variety of inquiry and conceptually rich play-based learning experiences, young learners deepen and broaden their knowledge and understanding of the world around them. This workshop will help early years educators provide a purposeful play environment where young children's meaning-making around literacy and numeracy occur naturally as children increase their understanding of the world and its systems and symbols.

Making the PYP library the hub of learning



Recommended for:

New and experienced teacher librarians and librarians.

The library is a key center of learning for a PYP community, and the teacher librarian and the library team play an integral role in providing stimulating learning environments for student innovation and creativity. Through engagements that allow reflection on practice and strategic planning to improve library services for the community, participants will gain a deeper understanding of their role in advocating for, and building, effective library and information services and programs that contribute to the development of lifelong learners.

Personal, social and physical education— Well-being



Recommended for:

PYP teachers and coordinators.

Well-being is intrinsically linked to all aspects of a learner's experience at school and beyond. Personal, social and physical education (PSPE) is integral to teaching and learning in the PYP; it is embodied in the learner profile and represents the qualities of internationally minded learners and effective, lifelong learners. This workshop explores the responsibility that all members of the school community have for the well-being of their students—not just the classroom teacher or the physical education teacher alone—and how the PYP concepts are a vehicle for developing physical, emotional, cognitive, spiritual and social well-being. Participants will look at how the PSPE scope and sequence directly supports the development of the transdisciplinary skills and highlights the transdisciplinary nature of the PYP.

Play-based learning



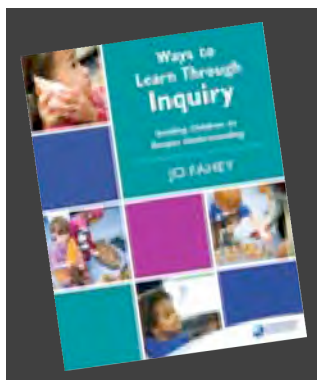
Recommended for:

PYP teachers and coordinators with a particular interest in the early years and lower primary years.

From birth, play is the way children inquire and learn about the world around them. This workshop looks at the importance of time, space, materials and relationships in inquiry. Participants will explore their own political and cultural images of the child and the impact that has on the learning environment. The workshop will look at theoretical as well as practical considerations and the research into children's physical, social and emotional development.

Ways to Learn Through Inquiry: Guiding Children to Deeper Understanding

Accessible and insightful, this book demonstrates how inquiry can look and sound in the early years, helping educators recognize and guide their children's inquiries and empower them to deepen their understanding.



Reading and writing through inquiry



Recommended for:

PYP teachers and coordinators.

This workshop enables participants to extend their knowledge, skills and understanding relevant to the teaching of reading and writing using an inquiry approach. The workshop invites participants to evaluate their own beliefs about the teaching of reading and writing, and how these beliefs affect pedagogical approaches offered in the classroom. Participants have the opportunity to reflect on their own units of inquiry through the lenses of learning language, learning about language and learning through language to establish a balance between each one.

Science discoveries: Exciting ways to weave science into the programme of inquiry



Recommended for:

Classroom teachers.

Science as inquiry can be a part of the PYP curriculum every day and in many ways! explore the fundamental concepts of PYP science while experiencing the wonders within the American Museum of Natural History (AMNH) in New York City (the site where the hit movie *Night at the Museum* was filmed). Three areas of focus for the workshop include:

- exploring the fundamentals of inquiry-based teaching and learning, with a focus on understanding what scientists do
- connecting science to every transdisciplinary theme in the PYP, using object-based learning and the museum to generate creative and innovative ideas for making those connections, appreciating transdisciplinary skills as science
- bringing tools and resources back to the classroom, including ideas for new hands-on activities, educational websites and children's books that focus on the process of science.

Participants will use their experiences at AMNH to make connections to museums, parks and resources in their local communities to implement relevant and engaging units and learning experiences for their students, as well as exploring how to engage students in scientific inquiry.



Science throughout the programme of inquiry



Recommended for:

Classroom teachers and coordinators.

Many schools feel pressured to teach science as a stand-alone subject. This workshop aims to extend teachers' understanding of science knowledge and skills so that they can be incorporated in any unit of inquiry. Teachers will also consider the research regarding the range of science knowledge and skills that students need for success in secondary school studies. Participants will examine how concepts and transdisciplinary skills can lead to deep scientific understandings through every transdisciplinary theme. The workshop will also explore the rich and creative variety of scientific writing styles and the use of children's literature to provoke scientific thinking and inquiry.

Sustaining and growing the PYP in your school



Recommended for:

PYP administrators and coordinators.

Is your school already delivering the PYP? Has your school already been through evaluation? Sustaining school improvement requires a combination of ongoing whole school planning, pedagogical leadership and development. This workshop is for IB PYP coordinators and administrators who want to either maintain their momentum with the PYP or address a decline in progress. In this workshop, participants will develop ways to refine and implement systems that ensure ongoing growth of the programme. Participants will explore common challenges that arise in established PYP schools and then identify potential solutions to address these challenges. Additionally, participants will learn how to apply a cycle of collaborative reflection and innovation to help further school-wide excellence in the PYP.

Teachers as researchers: from planning to publication



Recommended for:

Educators considering further studies or looking to enhance their professional portfolios.

Inquiry is a stance that educators can take as professional learners. Researching practice is also considered one of the most powerful professional development tools, leading to significant improvement in student learning. It is becoming a regular part of teacher performance reviews and a valued addition to a comprehensive résumé or curriculum vitae (CV). Participants will study a range of methodologies and analysis techniques for valid and reliable research. They will leave the workshop with a plan for a specific professional inquiry and opportunities to develop, share and publish their findings in the peer-reviewed IB Journal of Teaching Practice. By looking at themselves as inquirers, participants may also develop further insights into inquiry as the pedagogy of the IB.

The learning environment and inquiry



Recommended for:

Teachers, administrators, business managers, property managers and architects who are considering changes to their physical school environment.

New trends are emerging in contemporary education. Learning environments and space can have a significant impact on school improvement and student learning. This workshop moves beyond the classroom environment and considers the "environment" as all that surrounds a student. Through case studies and research into learning environments, participants will investigate alternative learning environments that support PYP practice and explore the pedagogical shifts that can occur as a result of the innovative use of spaces. The workshop will challenge you to think about current workspaces and look at how they can positively influence PYP practice.

The role of arts



Recommended for:

Arts specialists and PYP teachers.

experience the strength of collaborative practice with passionate and like-minded educators. This workshop is designed to empower passionate and like-minded arts specialists and educators interested in the arts by gathering them together as one to engage in opportunities for deeper inquiry and reflective practices, and to continue to build upon their arts knowledge. The workshop will offer a forum for an honest, in-depth discussion about learning theory, pedagogy, assessment, the significant role of the single-subject teacher and the challenges associated with this. It will offer time to explore the authentic integration of the arts through the lenses of the essential elements, documentation and the role the arts have within the curriculum of a school offering the PYP.

The role of information and communication technology (ICT)



Recommended for:

Classroom teachers and administrators.

Information and communication technology (ICT) is a vital resource that PYP schools must use to help students and staff develop the learner profile, apply the understanding, knowledge, skills and attitudes of the PYP curriculum, become lifelong learners and take positive action as members of our information- and technology-driven global society.

This workshop will assist teachers and administrators to develop a deep understanding of how ICT can be used to transform teaching and learning practices rather than as a stand-alone subject area. This workshop also aims to be the first truly paperless face-to-face IB workshop that engages all participants in active use of internet and electronic resources to support teaching and learning over the course of the entire workshop.

The role of language



Recommended for:

Classroom teachers.

All teachers are teachers of language. The PYP views all languages as equally important. This includes the language of instruction, mother tongue, English as a second language (ESL), English as an additional language (EAL) and host-country languages. This workshop explores the fluid nature of language learning as a continuum, not developmentally tied to an age or stage. Teachers will examine the varying roles of language teachers in advising, supporting or integrating language in the programme of inquiry or in single subjects. They will look at the importance of learning language, learning about language and learning through language. Participants will be guided in the development of a language policy.

The role of mathematics



Recommended for:

Classroom teachers.

How is mathematics taught using an inquiry approach? How is mathematics addressed within and outside of the context of the programme of inquiry? How do learners construct and transfer meaning and then apply with understanding? The aim of this workshop is to provide participants with the skills, knowledge and ideas needed to successfully address the teaching and learning of mathematics within the context of their educational setting. Teachers will have an opportunity to discuss the teaching and learning of mathematics, share resources and work on relevant curriculum documentation.

PYP transdisciplinary themes posters

A vibrant, engaging and beautifully illustrated set of posters representing each of the six transdisciplinary themes. Available in English, French, Spanish, Arabic and Chinese.



The role of physical education



Recommended for:

Classroom teachers.

This workshop explores the scope, purpose and meaningful integration of physical education in the PYP. In a balanced physical education programme, students learn, learn about, and learn through movement. Physical education skills are developed in an inquiry context where students can pose problems, solve problems and understand new ideas. Participants will also consider the role of physical education in the transdisciplinary programme and how their subject-specific content can help students understand the world, themselves and each other. Teachers will look at how planning, teaching and assessing in physical education reflects all the essential elements of the IB learner profile.

The role of science and social studies



Recommended for:

Classroom teachers.

Many issues of personal and social relevance to students in the PYP require both science and social studies understanding, yet transcend the boundaries of these traditional subject areas. Their interdependent relationships, together with other disciplines, assist students in understanding the transdisciplinary themes. This workshop explores the key and related concepts and the development of skills within the context of science and social studies. It supports the development of a balanced programme of inquiry that addresses a breadth and depth of both science and social studies.

The role of the coordinator



Recommended for:

Current PYP coordinators, either newly appointed or experienced coordinators.

This workshop looks at the role of the PYP coordinator in documentation, organizing professional development opportunities, and managing complex relationships, resource management and communication with a range of stakeholders. All of these responsibilities are integral to the successful implementation of the programme. The workshop will provide

opportunities for reviewing new and existing publications, curriculum mapping, policy writing and reviewing the guidelines for verification and evaluation. Participants will also become familiar with the IB professional development architecture, workshop registration system and the role of the IB educator network (IBeN). The workshop will model collaborative leadership strategies and explore ways to effectively manage change.

Transdisciplinary learning



Recommended for:

PYP teachers and coordinators.

The PYP provides an extensive framework for designing and achieving transdisciplinary teaching and learning. This workshop looks at tools to map local curricula against the PYP scope and sequenced documents. It analyses the transdisciplinary themes and examines how effective, concept-based central ideas and lines of inquiry can be designed to address the curriculum in a way that is relevant, challenging and engaging. Participants will also look at how the transdisciplinary skills are an essential element of curriculum mapping. This workshop is also suitable for those wishing to map national and state curriculum against PYP concept based scope and sequences.

Well-being and student leadership



Recommended for:

All.

This workshop gives participants the tools to develop, plan and implement an inclusive whole school well-being program. Participants will gain a shared understanding of the different forms of well-being and reflect on a whole-school approach to well-being in their current school context using a plus, minus, interesting (PMI) analysis and a self-reflection survey. Participants will further develop an understanding of restorative practices in schools, the benefits of working as a community and the use of a positive behaviours framework. Strategies for community engagement will be covered, including developing advisory groups (staff, parents and students) and sharing strategies for working with parents and community members. Participants will explore the area of personal, social and physical education to gain a deeper understanding of its place in the PYP. Finally, participants will consider the common understandings and definitions about bullying and cyberbullying and explore research-based best practices for helping students who experience this type of behaviour.



FOCUS ON TECHNOLOGY

Digital citizenship

Recommended for:

PYP administrators, coordinators, teachers and school counsellors.

Understanding the issues around current and emerging technologies can influence systemic change in learning organizations, leading to engaging and authentic applications of student learning. In this workshop, participants will develop their own understanding, skills and confidence as digital citizens. The workshop will also provide opportunities for participants to explore ways of developing effective digital citizenship in their students. Participants will be exposed to a range of digital technologies and consider how they may be combined with inquiry-based pedagogy to enhance international-mindedness and global awareness and make the world their classroom.

The role of information and communication technology (ICT)

Recommended for:

PYP classroom teachers and administrators.

Information and communication technology (ICT) is a vital resource that PYP schools must use to help students and staff develop the learner profile, apply the understanding, knowledge, skills and attitudes of the PYP curriculum, become lifelong learners and take positive action as members of our information- and technology-driven global society.

This workshop will assist teachers and administrators to develop a deep understanding of how ICT can be used to transform teaching and learning practices rather than as a stand-alone subject area. This workshop also aims to be the first truly paperless face-to-face IB workshop that engages all participants in active use of internet and electronic resources to support teaching and learning over the course of the entire workshop.

FOR ALL PROGRAMMES

flipping classrooms

Recommended for:

PYP, MYP and DP administrators, coordinators and teachers.

A growing number of teachers are flipping their instruction by having students develop content understandings at home and then build on the content knowledge through creative inquiry in the classroom. However, many teachers don't realize that there is more to the flipped model than posting lectures to YouTube, and as a result, the hurdles they encounter while attempting to produce online video content or restructure activities in their classrooms often result in frustration. In this workshop, participants will be guided in the process of planning and delivering a successful flipped classroom model from start to finish. Teachers who have successfully implemented the flipped model will discuss the successes and challenges that they encountered and share insightful tips. The structure of this workshop covers background information about the flipped model, tips for organizing content and producing a flip video, instructions on how to produce and distribute videos, and strategies for making the most of time in the classroom. Participants will explore the wide range of resources that are available for producing and distributing flipped videos as they plan and introduce a flipped programme in their classrooms.

Get connected! Engaging in authentic global learning experiences

Recommended for:

Teachers, coordinators and school leaders in all four programmes.

Through digital technologies, teachers and students alike are able to connect to the global community, extend learning outside the school and open the windows to the world. This workshop examines the value of becoming a 'connected learner' and supports educators in establishing online professional learning networks. The workshop invites participants to explore ways of initiating and developing exciting, global collaborations to enhance their own and their students' learning, promote intercultural understanding and help develop international-mindedness.





Middle Years Programme

MIDDLE YeARS PROGRAMMe

Note: All workshops are facilitated by trained workshop leaders experienced in teaching in IB programmes. All category 1 workshops are available in english, French and Spanish.

Category 1

Launching the MYP and all MYP category 1 workshops meet the requirements for authorization.

Introductory in-school workshop: Launching the MYP



Recommended for:

All members of the candidate school's Middle Years Programme (MYP) teaching staff, including specialists, librarians and part-time teachers, must attend, and it is expected that all prospective MYP teachers will attend.

This mandatory in-school workshop provides schools with a consistent knowledge base across all staff and acts as a specific launch point for MYP practice. The workshop spans one full day (six hours of instruction) with two sessions in the morning and two sessions in the afternoon.

Note: Schools may request the two-day option in which the learning engagements are extended. The one-day workshop is mandatory; the two-day is optional.

Implementing the MYP curriculum

Heads of school/Middle Years Programme (MYP) coordinators and subject-group teachers from candidate schools and schools interested in implementing the MYP should enroll in a category 1 workshop in their particular area. Every MYP category 1 workshop explores the philosophical, pedagogical and administrative implications of the IB programme to assist participants as they prepare for their verification visit.

MYP subject-group teachers: Implementing the MYP curriculum

Recommended for:

MYP subject-group teachers new to the MYP at established IB World Schools and teachers from interested or candidate schools preparing for authorization. Educators should enroll in a category 1 workshop in their particular subject area.

Teachers from candidate schools and schools interested in implementing the MYP should enroll in these category 1 workshops. Participants explore effective teaching, learning, and assessment strategies in each of the MYP subject groups as they prepare for authorization. These workshops encourage participants to:

- align educational beliefs and values to reflect those of the IB in order to create a challenging programme of international education
- develop an understanding of the structures and principles of the subject group framework and guidelines

- prepare teaching, learning and assessment strategies and design tasks that will support the implementation of the subject group framework and guidelines
- engage in relevant, significant, challenging student-centred environments.

Arts: Implementing the MYP curriculum



Arts—Visual: Implementing the MYP curriculum



Arts—Visual and performing: Implementing the MYP curriculum



Dance



Design: Implementing the MYP curriculum



Individuals and societies: Implementing the MYP curriculum



Language and literature: Implementing the MYP curriculum



Language acquisition: Implementing the MYP curriculum



Language acquisition (generic*): Implementing the MYP curriculum



Mathematics: Implementing the MYP curriculum



Physical and health education: Implementing the MYP curriculum



Sciences: Implementing the MYP curriculum



heads of school/IB coordinators: Implementing the MYP curriculum



Recommended for:

Administrators, heads of school and MYP coordinators.

Note: The head of school must attend a category 1 workshop before the submission of application for candidacy. The coordinator is encouraged to attend with the head of school but may attend during the candidate phase.

Heads of school and MYP coordinators from candidate schools and schools interested in implementing the MYP should enroll in this category 1 workshop. Participants explore the philosophical, pedagogical and administrative implications of the IB programme to assist them as they prepare for the verification visit. This workshop encourages participants to:

- develop a leadership approach around collaboration and collegiality
- transform teaching, learning and assessment practices through a concept-based curriculum that ignites inquiry, action and reflection in global contexts
- motivate their school community to innovate and take risks
- align the school's educational beliefs and values to reflect those of the IB in order to implement a challenging programme of international education.

**See page 32 for information on all generic language workshops.*

Workshops key

	Face to face		Online in English
	Face to face in Spanish		Online in Spanish
	Face to face in French		Online in French

Category 2

Delivering the MYP curriculum

Category 2 workshops invite more experienced Middle Years Programme (MYP) school leaders and subject-group teachers to collaborate and reflect on strategies to enhance the ongoing implementation of the programme. Participants will explore how the written, taught and assessed curriculum engages students to address the challenges of our changing world in the 21st century.

All category 2 MYP workshops are for administrators, coordinators and teachers who:

- *have been working with the programme for at least one school year*
- *have previously attended a category 1 MYP workshop (regional or in-school) facilitated by MYP workshop leaders organized by or through the IB Global Centre.*

MYP subject-group teachers: Delivering the MYP curriculum

Recommended for:

MYP subject-group teachers. Subject-group teachers should enroll in a category 2 workshop in their particular subject area.

Teachers from candidate and authorized schools who have at least one year of experience in delivering the MYP should enroll in these category 2 workshops as part of their continued professional development. Participants collaborate and reflect on effective teaching, learning and assessment strategies in each of the MYP subject groups. These workshops encourage participants to:

- take a collaborative approach to the structures and principles of the subject group framework and guidelines
- evaluate effective teaching and learning strategies and continue to design tasks that will support the implementation of the subject group framework and guidelines
- reflect upon the relevance, innovation and rigour of student-centred environments
- share challenges and successes in a continued effort to align educational beliefs and values to reflect those of the IB in order to create a challenging programme of international education
- reflect upon personal practices and capabilities

Arts: Delivering the MYP curriculum



Arts—Performing: Delivering the MYP curriculum



Arts—Visual: Delivering the MYP curriculum



Arts—Visual and performing: Delivering the MYP curriculum



Dance



Design: Delivering the MYP curriculum



Individuals and societies: Delivering the MYP curriculum



Language acquisition: Delivering the MYP curriculum



Language acquisition (generic*): Delivering the MYP curriculum



Language and literature: Delivering the MYP curriculum



Mathematics: Delivering the MYP curriculum



Physical and health education: Delivering the MYP curriculum



Sciences: Delivering the MYP curriculum



**See page 32 for information on all generic language workshops.*

heads of school/IB coordinators: Delivering the MYP curriculum



Recommended for:

Administrators, heads of school and IB coordinators.

Note: This category 2 workshop is for heads of school and other leadership staff, including IB coordinators, who have been working with the programme for at least one school year and/or have previously attended a category 1 MYP workshop (regional or in-school), facilitated by MYP workshop leaders and organized by or through the IB Global Centre.

experienced MYP school leaders should enroll in this category 2 workshop as part of their continued professional development. Participants collaborate and reflect on leadership strategies to enhance the ongoing implementation of the programme by all members of the school community. This workshop encourages participants to:

- explore leadership models that further collaboration and collegiality
- evaluate teaching, learning and assessment practices through a concept-based curriculum that ignites inquiry, action and reflection in global contexts
- continue to motivate their school community to innovate and take risks
- focus the alignment of educational beliefs and values to reflect those of the IB in order to create a challenging programme of international education in preparation
- reflect upon their own practices and capabilities.



IB Skills series

Help students to understand the key and related concepts and build the skills they need to reach the highest level of the assessment criteria. See page 29.

Category 3

Approaches to learning in the MYP



Recommended for:

Teachers, coordinators and administrators.

Through the MYP approaches to learning (ATL) skills framework of categories and clusters, participants will inquire into how students develop skills that have relevance across and beyond the curriculum, helping them "learn how to learn." ATL skills in cognitive, affective and metacognitive domains can be learned and taught (explicitly and implicitly), improved with practice and developed with increasing complexity incrementally. They provide a solid foundation for learning independently and with others. ATL skills help students prepare for, and demonstrate learning through, meaningful assessment. They provide a common language that students and teachers can use to reflect on, and communicate on, the process of learning.

Bilingual and multilingual teaching and learning in the MYP



Recommended for:

MYP teachers, IB coordinators and school leaders/decision makers.

This workshop investigates how to create and support effective bilingual or multilingual schools. Participants will consider the importance of authentic inquiry and the responsibility every teacher has as a teacher of language. They will examine the implications of bilingualism and multilingualism on timetabling models, differentiated classroom practices and resourcing and curriculum planning. Participants will explore how school policies and structures support the areas of learning language, learning through language and learning about language in mother tongue and other languages that form the school's language profile.

Creating authentic units in the MYP



Recommended for:

Experienced IB practitioners.

This workshop will provide concrete strategies to assist teachers in creating a learning culture that connects cognitive and constructivist learning theories to MYP real-world assessment practices. effective teaching is seen as a process, not a technique, and is rooted in authentic assessment practices. There is a deep exploration of how formative and summative assessments work together to create a well-defined approach to making learning meaningful and authentic. This workshop aims to:

- develop participants' understanding of how assessment informs the teaching and learning of students
- provide participants with a variety of strategies and pedagogies that support the practical application of MYP assessment philosophy
- allow participants to reflect on how the design of assessment impacts the culture of teaching and learning in their own schools, beginning with writing a school assessment policy.

Creating inclusive classrooms: Access for all students in the MYP



Recommended for:

Participants are encouraged to register as team partners—a classroom teacher, learning consultant specialist or teacher specialist supporting students with diverse learning needs paired with the school's IB coordinator or a teacher with general education responsibilities.

In this interactive workshop, you will explore what planning for inclusion means, why planning for inclusion is important to consider in an IB setting, and how planning for inclusion will benefit all students in the school community. You will gather differentiation strategies and approaches from other participants and from the workshop itself, design an assessment that differentiates for interest and readiness, and learn how to accommodate learners within the IB assessment protocols.

Evaluating your MYP



Recommended for:

Teachers, coordinators and administrators.

This workshop is an active, hands-on workshop for teachers, coordinators and administrators who want to understand the MYP evaluation process. The *Programme standards and practices* (January 2014) and the *Programme evaluation guide and self-study questionnaire: Middle Years Programme* (February 2014) are used as the backbone to analyse this topic.

Participants will leave with a self-devised strategic plan for their own school evaluation process that will enable them to continue to move forward when they return to school.

Global contexts for teaching and learning



Recommended for:

All.

In the classroom and beyond, contexts are important for ensuring meaningful and engaging learning experiences. In the MYP, global contexts provide direction for contextual learning through issues and ideas of personal, local and global significance. Global contexts make learning relevant and enable students to develop the knowledge, skills, attitudes and habits of a globally engaged, interculturally aware and internationally minded person. In this workshop, participants will develop an understanding of the importance of contextual teaching and learning for students, the key role it plays in students' MYP experience and how to develop tasks that ensure contextual learning will occur. Participants will discuss the importance of globally relevant contexts for promoting student inquiry, responsible action and critical reflection in a rapidly-changing world. Additionally, the workshop will explore an array of strategies and resources to create teaching and learning communities in which students can increase their understanding of language(s) and culture(s) in engaging settings.

Inquiry in the MYP



Recommended for:

Experienced MYP teachers and coordinators.

Inquiry is the pedagogy that underpins all teaching and learning in all IB programmes. This workshop is a deep dive into the MYP framework that will provide participants with the opportunity to engage in and evaluate a gamut of inquiry models that are foremost in the constructivist contemporary classroom and are a ready fit for the MYP. Participants will be able to further explore these models in the context of their own school environment, teaching style and delivery of curriculum. They will also learn to embrace why adopting an inquiry approach to learning can enhance student access to learning that is a "dynamic, internally controlled...process that positively influences a student's tendency to approach, engage with, expand effort on and persist in learning tasks in an on-going, self directed manner" (Combes 1984). Participants can expect to access an array of 21st century educational technology tools that will enhance the inquiry experience for both student and teacher, differentiation techniques and access for all students.

Interdisciplinary teaching and learning in the MYP



Recommended for:

Teams of at least two teachers from different subject groups should attend so they can work together on a unit plan to use at their home school. Individual teachers are also welcome.

This workshop is based on *Fostering interdisciplinary teaching and learning in the MYP* (August 2014). The workshop will provide background knowledge of the MYP, including the philosophy and principles of interdisciplinary unit planning. Participants will gain a deeper understanding of the theory of interdisciplinarity and adopt a hands-on approach to developing an interdisciplinary unit of work within a group. This interactive workshop is designed to provide guidance on how to prepare a step-by-step interdisciplinary unit, from designing a multifaceted question to assessing the work. Participants will also explore the interdisciplinary aims, objectives and criteria and explore ways to practically organize interdisciplinary teaching and learning in their schools.





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for educators



Approved as official
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Experience the wonder of the American Museum of Natural History in New York City!

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PYP Workshop

November 12 – 14, 2015

Register by October 29

Develop science content knowledge and inquiry skills and bring science tools, resources and activities back to the classroom.

MYP Workshop

April 28 – 30, 2016

Register by April 14

Plan engaging interdisciplinary units using the Museum and its resources and develop strategies for accessing cultural institutions in your local communities.

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Courses in the Life, Earth and Physical Sciences include:

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Visit amnh.org/learn or call (800) 649-6715

Also available

Interdisciplinary teaching and learning in the MYP at the American Museum of Natural history



Attend this workshop in a world-class museum setting. For more information on this great opportunity to work with colleagues to develop an interdisciplinary unit using the museum environment as a resource, visit ibo.org/events and search for AMNH.

Language acquisition: Classical languages (Latin)



Recommended for:

MYP classical language (Latin) teachers.

This workshop will help educators develop an in-depth understanding of the MYP *Language B: Classical languages guide* (April 2012). Participants will learn more about the relationship between the classical language guidelines and the new framework for language B. During the workshop, educators will review the aims and objectives for the teaching of classical languages. They will also carefully examine the three assessment criteria (language, literature, and culture and society), and the expectations for year 5 assessment in classical languages. The relationship between MYP and DP studies in the classical language continuum will be discussed. Working with other experienced Latin teachers, participants will collaborate to compile relevant course resources. In addition, educators will have the opportunity to work together to share teaching strategies while developing sample inquiry-based units.

Literacy: MYP and the Common Core



Recommended for:

MYP teachers of language.

In this workshop, teachers will discover how the MYP is ideally suited to implementing the Common Core State Standards (CCSS) in language and literature. Participants will examine the standards and explore how elements of the MYP already deliver on their requirements. Participants will investigate the types of assessments suggested by the CCSS and then design

their own assessments that satisfy the rigour and contextual learning necessitated by the CCSS and the MYP. Participants will also explore how "inquiry" can be used to deepen understanding of concepts and how it can be effectively implemented in a language and literature classroom. With a good understanding of, and practical experience with, contextual learning, authentic assessment tasks and inquiry-based instruction, educators will develop MYP units of work that meet the needs of the CCSS. At the same time, they will have a forum for sharing of ideas and best practices with other educators while also tackling common implementation issues.

Mathematics: MYP and the Common Core



Recommended for:

MYP teachers of mathematics.

In this workshop, participants will discover how the MYP is ideally suited to implementing the Common Core State Standards (CCSS) for mathematics. Participants will dissect the standards both for mathematical content and mathematical practice as they explore how elements of the MYP already deliver on their requirements. Participants will investigate the types of assessments suggested by the CCSS for mathematics and supplied by both the Partnership for Assessment of Readiness for College and Careers (PARCC) and the Smarter Balanced Assessment Consortium. They will then design their own assessments that satisfy the rigour and contextual learning necessitated by the CCSS for mathematics. Participants will also explore how "inquiry" can be used to deepen understanding of concepts and how it can be effectively implemented in the mathematics classroom. With a good understanding of, and practical experience with, contextual learning, authentic assessment tasks and inquiry-based instruction, educators will develop MYP units of work that meet the needs of the CCSS for mathematics. At the same time, they will have a forum for sharing ideas and best practices with other educators while also tackling common implementation issues.



Contexts

This dynamic, engaging and easy-to-use book introduces new MYP learners to the six global contexts. See page 28.

MANAGING ASSESSMENT IN THE MYP

These category 3 workshops are intended for school leaders, MYP coordinators and lead teachers in subject groups who want to deepen their understanding of the MYP assessment model. Participants will explore the targets of MYP assessment strategies in their subject areas and apply their knowledge of the holistic MYP framework for teaching and learning to build successful assessment practices using their subject specific objectives and assessment criteria. Participants gain hands-on experience with the development of concept-driven assessments and consider new models of optional external assessment for the MYP.

Arts—Performing: Managing assessment in the MYP



Arts—Visual: Managing assessment in the MYP



Arts—Visual and performing: Managing assessment in the MYP



Arts: Managing assessment in the MYP

(**Note:** This is an online-only workshop that combines the content of visual and performing arts.)



Design: Managing assessment in the MYP



Individuals and societies: Managing assessment in the MYP



Language acquisition: Managing assessment in the MYP



Language acquisition (generic*): Managing assessment in the MYP



Language and literature: Managing assessment in the MYP



Mathematics: Managing assessment in the MYP



Physical and health education: Managing assessment in the MYP



Sciences: Managing assessment in the MYP



heads of School/IB coordinators: Managing assessment in the MYP



*See page 32 for information on all generic language workshops.



Global contexts poster set

A set of six, beautifully illustrated posters for display in MYP classrooms and schools. See page 28.

MYP projects (Personal project and community project)



Recommended for:

Coordinators, heads of school, teachers and the whole school community.

This workshop is intended to guide MYP practitioners towards a deeper understanding of the personal project and community project as culminating activities in the MYP. Participants will conduct a group inquiry that will enable them to explore the different components of the personal project and the community project to gain an understanding of how MYP projects enable students to engage in practical explorations through a cycle of inquiry, action and reflection. Participants will also discover the importance of creating environments that are conducive to student learning and reflection.

Optimizing the stand-alone MYP



Recommended for:

Teachers, coordinators and administrators.

This workshop will model teaching and learning strategies for schools implementing a modified MYP. Participants will scaffold modified interim objectives with corresponding assessment tasks that are both age-appropriate and task-specific. Through an activity-driven workshop experience, participants will appreciate how MYP practices correlate with current research related to the design of healthy schools. Using active reflective practices, participants will build an action plan that will allow them to galvanize their own MYP. Guidance for the implementation of the community project is a new feature of this workshop.

Paving the way for MYP success



Recommended for:

School leaders, MYP coordinators, lead teachers in subject areas and school counsellors.

Participants will deepen their understanding of what it means to be an IB World School and will investigate the impact of MYP implementation on individual school programmes, structures and curriculum development. The workshop will delve into how to create a robust MYP that

supports educators' ability to communicate the IB mission and encourage the development of the learner profile attributes. The workshop will encourage participants to value international-mindedness and responsible action, plan and assess MYP units, support students and teachers who are working on the personal and community project, offer innovative tools to design the master schedule, help students select courses thoughtfully and develop support systems to broaden access to challenging courses.

Pedagogical leadership



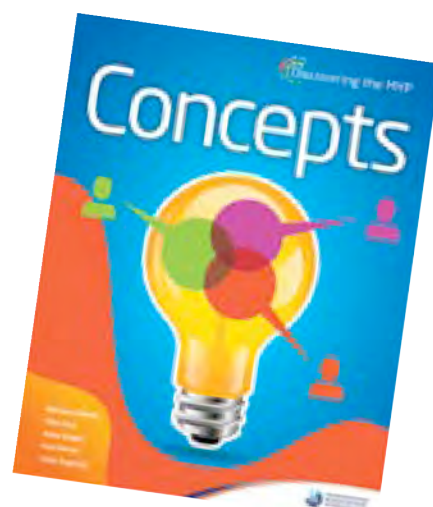
Recommended for:

Subject-area leaders in all disciplines, coordinators and heads of school.

Subject-area leaders in all disciplines, as well as coordinators and heads of school, will participate in discussion and activities that draw upon the work of Carl Glickman, Richard and Rebecca DuFour and others, as well as School Reform Initiative processes and protocols that are as effective with students as they are with adults. Participants will model good teaching and effective collaborative learning; the focus is not on a particular subject area but rather on the way we respond to each other and work together. Although student work will be provided, we encourage participants to bring authentic student work from their own settings, preferably from a variety of subject areas. Through peer-review practices, participants will both discuss and experience work from various philosophical stances that support professional learning communities. Participants will also discuss protocols for analyzing text (for example, foundation documents from the IB and the school) and examining student learning as well as adult work.

Concepts

The definitive introduction to the MYP's 16 key concepts for students. For use in homeroom time, subject classes and for homework.



new Power and impact of digital assessment



Recommended for:

Teachers, heads of school and coordinators.

The purpose of this workshop is to explore the opportunities that eAssessment offers for inspiring effective teaching and learning in MYP schools. Participants will review the capabilities of the new on-screen examinations and explore the digital literacy skills they promote for contemporary learners.

Participants will develop inquiries into the rationale, design, and implementation of digital assessment. They will understand the positive impact that eAssessment can have on teaching and learning in schools, and consider ways to use MYP eAssessment to increase teachers' assessment literacy, strengthen students' ATL skills, promote good classroom practice, deepen programme implementation, and ensure a rigorous global standard of achievement. The workshop is relevant for all MYP schools, including programmes that end before MYP Year 5 and those not currently participating in MYP eAssessment.

Service learning in the MYP



Recommended for:

All.

Today's complex issues allow for diverse ways for students to respond in a principled way with relevance, creativity, rigour and empathy. Action, central to the MYP programme and the IB mission, focuses on learning by doing and experiencing, a key component in constructivist models of education. In this workshop, participants move from a narrower understanding of community and service into a wider, more inclusive view of action as community engagement, as well as an authentic context for learning and achievement in school. Participants will explore the meaning of service learning and gain insight into how to plan engaging, developmentally appropriate service activities that are grounded in relevant global contexts. They will inquire into how responsible action, tightly connected with sustained inquiry and critical reflection, will develop the kinds of attributes described by the IB learner profile that are essential for success in future academic pursuits and adult life.

The role of the coordinator



Recommended for:

Coordinators.

This workshop aims to help MYP coordinators develop skills in pedagogical leadership to strengthen the school's MYP programme. You will deepen your understanding of the MYP programme, reinforce your management and planning skills, and create a practical tool that combines your learning throughout the workshop with an action plan for implementation in your school. The workshop will focus on the role that coordinators play to support the whole school community, the planning and implementation of teaching and learning, and the leading of professional development at their schools. You will also learn management practices and strengthen your analytical and decision-making skills to help sustain a work-life balance in this challenging role.

Understanding the MYP



Recommended for:

Teachers, coordinators and administrators. Ideal as an in-school workshop for the IB World School that may have experienced a high rate of staff turnover.

This workshop constitutes an invitation to embrace the dynamic nature of the programme through engaging with MYP philosophy and its practical applications. The workshop is designed to provide teams or whole faculties of MYP educators with an in-depth understanding of the MYP for the present and the future, inviting them to undertake a critical analysis of practices in their schools.

This workshop is intended for educators from IB World Schools who may want an overview of the latest changes, including a move to a more explicit concept-driven curriculum, the strengthening of the intercultural dimensions of the programme through global contexts, a clear alignment of approaches to learning skills across all IB programmes, an increasing emphasis on service learning and MYP eAssessment.



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Embark on an innovative and rich journey into what it means to lead schools in an IB context.

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Explore innovative approaches to leadership that transcend boundaries

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Visit <http://ibo.org/en/leadership-certificates>

IB LEADERSHIP CERTIFICAtES

Discovering the MYP series

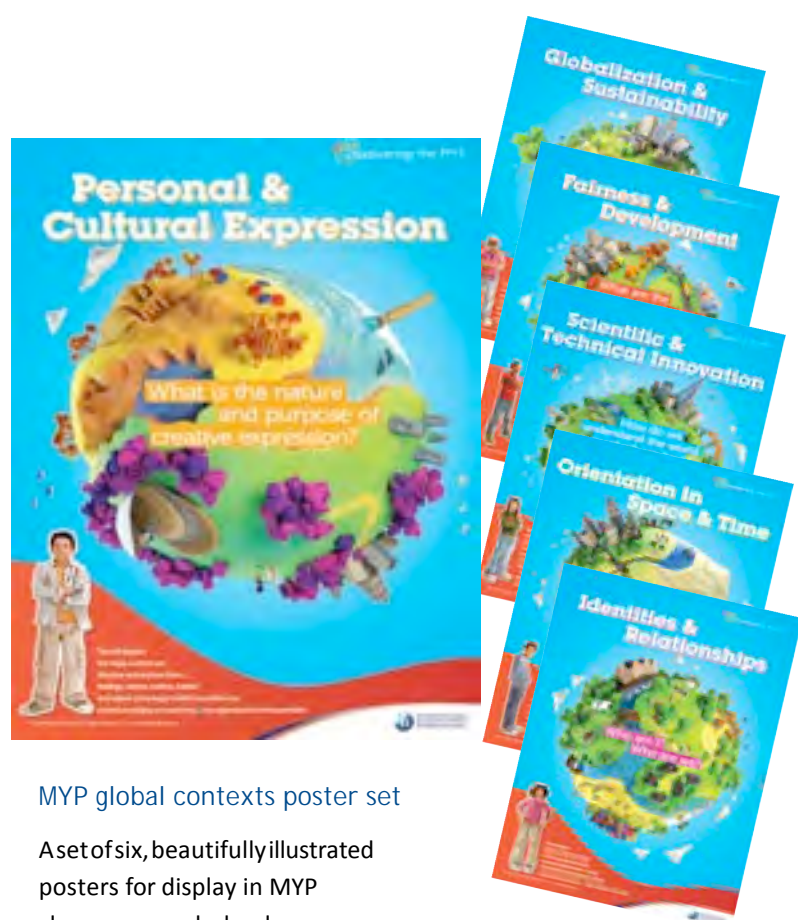
The *Discovering the MYP* series encourages students to take responsibility for their own learning, make connections, and engage in personal reflection. With these resources, students will:

- inquire into other people's ways of seeing the world
- discuss how thinking can lead to change
- learn about real world events
- take action to help others
- reflect on their learning and their place in the world.



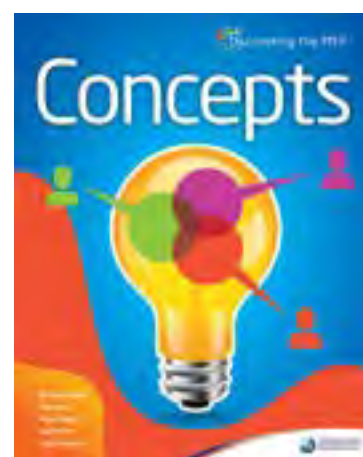
Contexts

This dynamic, engaging and easy-to-use book introduces new MYP learners to the six global contexts.



MYP global contexts poster set

A set of six, beautifully illustrated posters for display in MYP classrooms and schools.



Concepts

The definitive introduction to the MYP's 16 key concepts for students. For use in homeroom time, subject classes and for homework.

IB Skills

Help students to understand the key and related concepts and build the skills they need to reach the highest level of the assessment criteria. Student books and accompanying teacher books available.

IB Skills Individuals and Societies

IB Skills Language & Literature

IB Skills Mathematics

IB Skills Sciences



MYP curriculum materials

Find essential MYP curriculum materials available for free on the OCC (for authorized IB World Schools) and for purchase on the IB store.



Diploma Programme

DIPLOMA PROGRAMME

NOTE: All workshops are facilitated by trained workshop leaders experienced in teaching in IB programmes. All category 1 workshops are available in English, French and Spanish.

Category 1

Administrators



Recommended for:

Introduction to the DP



Recommended for:

Heads of school, IB teachers, parents and university admissions officers.

The aim of this workshop is to give an overview of the whole of the IB Diploma Programme (DP), including how it is constructed and its underlying philosophy. Participants will review the IB mission statement and history, be introduced to the DP subject groups and the nature of the subject assessments, and discuss the DP core. Participants will also consider the IB from a “user” perspective and learn about how a school joins the IB.

Note: This is not a category 1 workshop. It does not count towards authorization.

Members of educational leadership teams (school directors, school principals, district officials) who are

- *in schools conducting the feasibility study with a view to implementation of the Diploma Programme (DP)*
- *in a non-IB school but interested in learning about the DP*
- *are new to the DP and/or are about to join an authorized or candidate school.*

This workshop is designed to help educational leaders implement the DP in a manner that supports the IB mission statement and philosophy. It is facilitated by experienced leaders of DP schools. The workshop will focus on:

- developing an understanding of the IB mission and philosophy through the DP programme model as a context for a holistic learning experience
- the implications for the school and its community when implementing the DP, including costs and staffing
- various strategies to support successful implementation of the DP across a range of school contexts
- *IB Programme standards and practices* (January 2014) and the processes involved in application for both candidacy and authorization.

Coordination



Recommended for:

DP coordinators who are:

- in schools conducting the feasibility study with a view to implementation of the DP
- new to the DP and/or are about to join an authorized or candidate school.

This workshop is designed to help DP coordinators implement the programme in a manner that supports the IB mission statement and philosophy. It is facilitated by experienced IB DP coordinators. The workshop will focus on:

- developing an understanding of the IB mission and philosophy through the DP programme model as a context for a holistic learning experience
- the role and responsibilities of the DP coordinator and possible strategies for implementing the DP in the context of the school in which participants work
- IB *Programme standards and practices* (January 2014) and the processes involved in application for both candidacy and authorization
- key IB publications that inform the work of the IB DP coordinator
- online systems, such as International Baccalaureate Information System (IBIS) and the online curriculum centre (OCC), that are vital to the role of the DP coordinator.

By the conclusion of the workshop, participants will not only have a strong understanding of the underlying principles of the DP, but will also have begun to draft various school-specific documents to help with the ongoing implementation and growth of the DP.

Workshops key

- Face to face
- Face to face in Spanish
- Face to face in French
- Online in English
- Online in Spanish
- Online in French

Counselling



Recommended for:

Counsellors and career guidance officers.

This workshop is designed to help participants implement the DP in a manner that supports the IB mission statement and philosophy. The workshop will focus on:

- developing an understanding of the IB mission and philosophy through the DP programme model as a context for a holistic learning experience
- university recognition and the DP
- the challenges that counsellors and career guidance officers face, and strategies for implementing the DP in the context of the school in which participants work
- using the OCC to access IB publications and network with other IB Educators.

Creativity, action, service



Recommended for:

DP coordinators of creativity, action, service (CAS).

This workshop is designed to help CAS coordinators develop a quality CAS programme that supports the IB mission statement and philosophy. The workshop will focus on:

- the IB mission and philosophy and the programme model as a context for a holistic learning experience
- the experiential learning framework, how this relates to CAS and how CAS can support teaching and learning across the DP hexagon
- the dynamic nature that exists between CAS and theory of knowledge (TOK) when emphasizing the importance of reflection and developing self-awareness
- types of conditions and activities that are suitable when developing a meaningful CAS experience that promotes the idea of “thinking globally, acting locally”
- the meaning of CAS for the wider school community
- the roles that the CAS coordinator and supervisor play, and how the roles differ
- the meaning of CAS for students’ personal successes and challenges
- the use of the OCC to access IB publications and network with other IB Educators.

Subject workshops

Recommended for:

DP subject-group teachers new to the DP at established IB World Schools and teachers from interested or candidate schools preparing for authorization. Educators should enroll in a category 1 workshop in their particular subject area.

These workshops are designed to prepare participants to teach a specific DP subject in a manner that supports the IB mission statement and philosophy. Each workshop will focus on:

- developing an understanding of the IB mission and philosophy through the DP programme model as a context for a holistic learning experience
- the subject-specific guide and associated internal and external assessment requirements with practice marking activities of sample student work
- structuring a course that integrates authentic assessment and encourages students to make links across the DP that will enhance their understanding
- using the OCC to access IB publications and network with other IB educators.

Group 1: Studies in language and literature

Language A: Language and literature



Generic* Language A: Language and literature



Language A: Literature



Generic* Language A: Literature



Language A: Literature and performance



Self-taught language A: Literature



Group 2: Language acquisition

Classical languages



Language ab initio



Generic* Language ab initio



Language B



Generic* Language B



*** Note:** Language workshops designated as “generic” provide IB professional development for any language that is not scheduled as a separate language workshop—for example, Mandarin, Arabic, Italian and others. The workshops are typically presented in English, but are not appropriate for English language teachers to attend. Generic workshops focus on the common aspects of each language course. Student sample materials will be available in English, however, sometimes it is possible to supplement the workshops with student samples in languages represented by participants attending the workshop.

Group 3: Individuals and societies

Business management



Economics



Environmental systems and societies



Geography



history



Note: Also available online in German.

Information technology in a global society (ITGS)



Philosophy



Psychology



Social and cultural anthropology



World religions



Group 4: experimental sciences

Biology



Note: Also available online in German.

Chemistry



Computer science



Design technology



Environmental systems and societies



Physics



Sports, exercise and health science



Group 5: Mathematics

Mathematical studies SL



Mathematics HL



Mathematics SL



Group 6: The arts

Dance



film



Literature and performance (SL)



Music



Theatre



Visual arts



Diploma Programme poster

Poster displaying the updated Diploma Programme curriculum model.



new Global politics



Recommended for:

DP subject-group teachers new to the DP at established IB World Schools and who are either new to the subject or in their first year of teaching global politics, and teachers from interested or candidate schools preparing for authorization.

This workshop will support teachers who are new to the DP in reviewing and breaking down the key components to the global politics curriculum; collaborating and discussing methods/strategies of developing unit/lesson plans; and spending focused time with the three assessment components (Papers 1 and 2, the engagement activity and the HL extension). Participants will also pay close attention to approaches to teaching and learning (ATL) in an effort to enhance both delivery of the material and student's learning. This workshop will also provide context and background to the DP core. Beyond content and delivery of instruction, participants will spend time structuring global politics in such a way that it integrates authentic assessment and encourages students to make links across the DP that will enhance their general understanding of the world they inhabit and their role in it. Finally, participants will devote time to how to use the OCC, other IB publications and network with other IB educators. The role of technology and the teaching of global politics is a critical one that will demand our attention.

Librarians



Recommended for:

Librarians new to the DP at established IB World Schools and those from interested or candidate schools preparing for authorization.

This workshop is designed to prepare participants to develop a library/media centre that supports the IB mission statement and philosophy. The workshop will focus on:

- developing an understanding of the IB mission and philosophy through the programme model as a context for a holistic learning experience
- specific DP assessment requirements
- ways in which librarians can have an impact on teaching and learning in the DP
- using the OCC to access IB publications and network with other IB educators.

new Service learning: Transforming academics into action



Recommended for:

DP coordinators.

Service learning, an effective strategy for teaching and learning, creates conducive environments for deepening curricular understanding as students apply knowledge and skills to improve their community.

With service learning, students extend in-class understanding by identifying an authentic community need, applying what is learned in new ways and in diverse settings, and observing outcomes. When students recognize the purpose for academic studies through the service learning process, they are more likely to apply themselves with commitment and dedication, knowing others depend on them. During this workshop, you will explore the five stages of service learning and its application in the Diploma Programme through CAS and academic classes, and in CP service learning.

Theory of knowledge



Recommended for:

Teachers new to the DP at established IB World Schools and teachers from interested or candidate schools preparing for authorization.

This workshop is designed to prepare participants to teach TOK in a manner that supports the IB mission statement and philosophy. The workshop will focus on:

- developing an understanding of the IB mission and philosophy through the DP programme model as a context for a holistic learning experience
- the *Theory of Knowledge guide* (first teaching September 2013, first examinations 2015), and associated assessment requirements with practice marking activities of sample student work
- structuring a TOK course that integrates authentic assessment and encourages students to make links across the DP that will enhance their understanding
- the dynamic nature that exists between CAS and TOK when emphasizing the importance of reflecting and developing self-awareness
- *IB Programme standards and practices* (January 2014)
- using the OCC to access IB publications and network with other IB educators.

Category 2

Administrators



Recommended for:

Members of educational leadership teams (school directors, school principals, district officials) with at least one year of experience in the role.

This workshop is designed to help educational leaders in an IB World School reflect on and improve the quality of Diploma Programme (DP) delivery within their school. The workshop will focus on:

- reviewing the impact the DP has had within the school and wider community
- developing strategies to address the challenges facing leadership teams within IB World Schools
- assessing the links between *IB Programme standards and practices* (January 2014) and effective school practices, structures and policies
- supporting the needs of the school community by widening access to the DP; for example, introduction of IB Career-related Programme (CP) or DP online courses
- learning about forthcoming changes and updates that affect the implementation of the DP
- understanding the evaluation process and its impact on the school.

Creativity, action, service



Recommended for:

Coordinators of CAS with at least one year of experience in the role of CAS coordinator.

This workshop is designed for participants who are keen to improve the CAS experience in the DP. The workshop will focus on:

- assessing the relevant links between *IB Programme standards and practices* (January 2014) to enhance the teaching and learning experience
- exploring and sharing strategies to enhance current CAS programmes
- understanding the interaction between CAS and subjects in the DP to help students make cross-disciplinary links



- studying the dynamic nature that exists between CAS and theory of knowledge (TOK) when emphasizing the importance of reflection and developing self-awareness
- sharing practices to show how CAS has impacted the wider school community
- implementing DP policies and procedures
- unpacking broad changes to the DP (newly published guides following a curriculum review will be the focus of specially designed category 3 workshops called “subject-specific seminars”).

Coordination



Recommended for:

This workshop is for DP coordinators with at least one year of experience in the role.

This workshop is designed for to help DP coordinators in an IB World School reflect on and improve the quality of DP delivery. The workshop will focus on:

- assessing the links between IB *Programme standards and practices* (January 2014) and effective school practices, structures and policies
- creating strategies to support DP coordinators become more effective in their role
- developing an efficient use of International Baccalaureate Information System (IBIS)
- recording and using student data to monitor the success of programme delivery
- collaborating between teachers across the DP courses to enhance student understanding
- implementing DP policies and procedures
- understanding the role of the extended essays supervisor and subject-specific assessment criteria
- learning about forthcoming changes and updates that affect the implementation of the DP
- outlining the evaluation process and its impact on the school.

Counselling



Recommended for:

Counsellors and career guidance officers.

This workshop is designed for participants with at least one year of experience in the role within a DP context. The workshop will focus on:

- assessing the relevant links between IB *Programme standards and practices* (January 2014) to enhance the teaching and learning experience
- exploring strategies to support counsellors and career guidance officers become more effective in their role
- improving both provision of, and access to, the DP
- recent developments in university recognition of the DP
- exploring the relationship between participants and other members of the school community
- implementing DP policies and procedures affecting the librarian
- learning about forthcoming changes and updates that affect the implementation of the DP.

Librarians



Recommended for:

Librarians with at least one year of experience in the role within a DP context.

This workshop is designed for participants who wish to improve ways in which the library can support teaching and learning in the DP classroom. The workshop will focus on:

- assessing the relevant links between IB *Programme standards and practices* (January 2014) to enhance the teaching and learning experience
- developing strategies to help librarians become more effective in their role
- exploring collaboration between librarian and teacher to support student achievement
- maintaining a library that supports the DP
- implementing DP policies and procedures affecting the librarian
- examining forthcoming changes and updates that affect the implementation of the DP.



Subject workshops

Recommended for:

DP subject teachers who have prepared students for at least one DP exam session in that specific subject. Educators should enroll in a category 2 workshop in their particular subject area.

These workshops are designed for participants who are keen to improve the teaching and learning experience in the DP classroom. The workshop will focus on:

- assessing the links between IB *Programme standards and practices* (January 2014) to enhance the teaching and learning experience
- developing strategies to improve student access to the DP; for example, differentiating the curriculum and offering multilingual classrooms
- reviewing aspects of assessment to ensure that teaching and learning activities promote student achievement and address subject-specific assessment criteria, both internal and external
- integrating the IB philosophy, TOK and CAS to promote student understanding
- understanding how collaborative planning increases connections between subjects that can reinforce knowledge, understanding and skills
- the role of the extended essay supervisor and subject-specific assessment criteria
- the implementation of DP policies and procedures
- broad changes to the DP (newly published guides following a curriculum review will be the focus of specially designed category 3 workshops called “subject-specific seminars”).

Group 1: Studies in language and literature

Language A: Language and literature



Generic* Language A: Language and literature



Language A: Literature



Generic* Language A: Literature



Language A: Literature and performance



Self-taught language A: Literature



Group 2: Language acquisition

Classical languages



Language ab initio



Generic* Language ab initio



Language B



Generic* Language B



*** Note:** Language workshops designated as “generic” provide IB professional development for any language that is not scheduled as a separate language workshop—for example, Mandarin, Arabic, Italian and others. The workshops are typically presented in English, but are not appropriate for English language teachers to attend. Generic workshops focus on the common aspects of each language course. Student sample materials will be available in English, however, sometimes it is possible to supplement the workshops with student samples in languages represented by participants attending the workshop.

Group 3: Individuals and societies

Business management



Economics



Environmental systems and societies



Global politics



Geography



history



Information technology in a global society (ITGS)



Philosophy



Psychology



Social and cultural anthropology



World religions



Group 4: experimental sciences

Biology



Chemistry



Computer science



Design technology



Physics



Sports, exercise and health science



Environmental systems and societies



Group 5: Mathematics

Mathematical studies SL



Mathematics HL



Mathematics SL



Group 6: The arts

Dance



film



Literature and performance (SL)



Music



Theatre



Visual arts



Theory of knowledge



Recommended for:

DPTOK teachers who have prepared students for at least one exam session as part of the DP.

This workshop is designed for participants who are keen to improve the teaching and learning experience in the TOK classroom. The workshop will focus on:

- assessing the links between IB *Programme standards and practices* (January 2014) to enhance the teaching and learning experience
- exploring strategies to improve student access to the DP; for example, differentiating the curriculum and offering multilingual classrooms
- addressing aspects of assessment in TOK to ensure that teaching and learning activities promote student achievement
- integrating TOK across all subjects in the DP to help students make cross-disciplinary links
- examining the dynamic nature that exists between CAS and TOK and emphasizing the importance of reflection and developing self-awareness
- implementing DP policies and procedures.



Oxford University Press DP course books

The IB works in collaboration with Oxford University Press (OUP) to produce a unique series of student resource materials, specially designed for the DP. These course books meet the specific DP needs while fitting within the holistic philosophy of the IB and the mission statement. Purchase your copy direct from OUP at oup.com. See page 55.



Category 3

Academic honesty in practice



Recommended for:

IB Diploma Programme (DP) coordinators, theory of knowledge (TOK) teachers and extended essay supervisors, all DP subject teachers and librarians.

Academic honesty in the IB comprises a set of values and behaviours informed by attributes of the learner profile. In teaching, learning and assessment, principles of academic honesty serve to promote personal integrity, engender respect for the integrity of others and their work, and ensure that all students have an equal opportunity to demonstrate the knowledge and skills they acquire during their studies. This workshop provides an opportunity for participants to deepen their understanding of academic honesty and develop skills to better support IB DP students. The workshop sessions are structured so that there is a balance between the more reactive approach of understanding the different types of malpractice that exist and methods of detection, alongside the more proactive approach that schools can take to develop an academic honesty policy that both raises awareness of the issues and provides safeguards for students during their learning.

Academic writing practices



Recommended for:

Teachers and coordinators.

Deepen your understanding and practice of academic writing and develop necessary skills to better support IB Diploma Programme students. This workshop highlights the importance of writing as a way of developing not only critical thinking skills, but also the other IB approaches to learning: research, communication, social, and self-management skills, taking into consideration that excellent writing needs to utilize these different skills. The workshop will focus on understanding main problems that students face when they have to write essays, the methodology and stages that writers follow to create high quality pieces of writing, and reflecting on the relationship existing between correct academic writing and critical thinking.

Approaches to teaching and learning in the DP



Recommended for:

Experienced DP coordinators and teachers who wish to learn more about implementing approaches to teaching and learning in the DP in the context of their school.

This workshop will first briefly introduce the new element of the DP's approaches to teaching and learning (ATL) before giving the participants an opportunity to discuss implementation of these elements in their school's context. This will be done by examining past and current experience with ATL-style skills, assessment, unit planning and curriculum mapping, the sharing of good practices and developing an action plan for one's own school.

Biology: A focus on internal assessment



Recommended for:

Experienced DP biology teachers and those who have recently completed a category 1 workshop.

Practical work is an important feature of the DP biology course. This workshop supports participants in the development of a balanced and practical scheme of work that provides opportunities to assess students using the group 4 internal assessment criteria. Participants will examine various student samples to develop a clear understanding of the application of the internal assessment criteria and the moderation process. Ways in which teachers can scaffold teaching and learning to prepare students for internal assessment will also be explored. The workshop is suitable for experienced teachers who wish to improve their practical schemes of work as well as teachers new to teaching biology in the DP.

Biology: Incorporating fieldwork



Recommended for:

Experienced IB biology teachers and those who have recently completed a category 1 workshop.

Using a hands-on approach, participants will discuss the key issues and opportunities to carry out successful fieldwork in relation to supporting the teaching and learning of biology. Designing an investigation is a central part of the workshop, allowing participants to work in small groups to explore the key issues involved in each of the criteria and to experience first-hand the challenges presented to students. Participants learn through practical experience and come away with a toolbox of skills to take back to their school to improve and further develop fieldwork for their own residential courses or on their own school grounds. Participants will increase their confidence to use the environment as a context for inquiry, helping to raise student achievement in internal assessment and field-based learning. The workshop will cover procedures for conducting and organizing individual project work safely, using risk assessments, Working Information Cards (WICs) and Groups Away from Permanent Supervision (GACs).

Biology: Promoting the use of ICT



Recommended for:

Experienced DP Biology teachers and those who have recently completed a category 1 workshop who wish to explore the role that information and communication technology (ICT) can play in teaching, learning and school-based assessment for the DP Biology guide (February 2014).

Participants will discuss the importance of ICT as a tool in practical work and be immersed in the day-to-day integration of useful tools that enhance learning, moving away from using technology in superficial ways. Specifically, we will look at the use of data collection probes, evaluate some data collection exercises using online simulations and apps, and develop exercises that explore online databases. This workshop will also provide teachers with a toolbox of strategies to manage a technological classroom, including various collaboration tools to extend teaching time and develop communication, social and self-management skills. Ultimately, the workshop will encourage participants to use ICT tools to place students in the centre of their own learning experience.

1-day
workshop

Bringing the IB Diploma Programme into the community



Recommended for:

Any individual interested in finding out more about the IB DP. This may include parents and parent teacher associations, teachers from neighboring schools and school owners.

The purpose of this workshop is to generate enthusiasm for further participation in the IB DP and promote real interest among the participants, who may or may not be educators. Participants will gain a real sense of what makes the IB DP a special experience for students and perhaps reflect on how it differs from their own school experience. The nature and structure of the IB DP will be covered, as will the different pathways (for example, IB DP and IB Career-related Programme (CP) available for IB students. The relationship between the IB learner profile and the concept of international-mindedness will be discussed. Participants will also learn about the distinctive role of the IB DP core (TOK, CAS and the extended essay) in making the IB DP a unique learning pathway and the central role of inquiry and concept-based learning in IB programmes.

new

Business management: A focus on internal assessment



Recommended for:

All experienced DP business management teachers and those who have recently completed a category 1 workshop.

Gain key understandings, tools and resources to adapt and develop your programmes in line with the DP Business Management internal assessment. In this practical workshop, you will examine the assessment criteria, mark internal assessment components, ask questions, and learn how to develop a robust programme underpinned by appropriate pedagogy and a range of useful resources. You will closely examine the internal assessment, be clear about its requirements and be prepared to apply what you learn in a manner that supports the IB mission statement, the learner profile and other core areas of the DP. This workshop will equip you to deliver the Business Management internal assessment to students with confidence as you generate useful resources and devise appropriate activities with fellow participants.



CAS: The transforming power of experiential learning



Recommended for:

IB DP CAS supervisors who are already familiar with the CAS component, have completed a category 1 workshop and wish to explore the singular contribution of CAS.

This workshop will provide participants with an opportunity to share and reflect on their CAS experiences as well as to deepen their knowledge about the experiential learning framework. Participants will develop project methodology and reflection activities and explore links between CAS, TOK and other DP subjects. Participants will strategize about how to address the main challenges that may arise when implementing the CAS component.

Chemistry: A focus on internal assessment



Recommended for:

Experienced DP chemistry teachers and those who have recently completed a category 1 workshop.

Practical work is an important feature of the DP chemistry course. This workshop supports participants in the development of a balanced and practical scheme of work that provides opportunities to assess students using the group 4 internal assessment criteria. Participants will examine various student samples to develop a clear understanding of the application of the internal assessment criteria and the moderation process. Ways in which teachers can scaffold teaching and learning to prepare students for internal assessment will also be explored. The workshop is suitable for experienced teachers who wish to improve their practical schemes of work as well as teachers new to teaching chemistry in the DP.

Chemistry: Promoting the use of ICT



Recommended for:

Experienced DP chemistry teachers who have recently completed a category 1 workshop and have some experience using ICT.

The workshop will focus on the role that ICT can play in teaching, learning and school-based assessment in the IB chemistry curriculum. The workshop will focus on collecting primary data via data loggers and emerging technologies, such as smartphones and cameras; sourcing secondary data using it in the classroom; using simulations, animations, and modelling in chemistry to enhance learning; and tying these together by evaluating ICT tools that encourage students to collaborate and place the students at the centre of their learning experience.

Concepts and inquiry in the DP



Recommended for:

IB DP teachers who are new to teaching through inquiry and concepts, and those (including non-IB teachers) who would like to learn more about planning lessons with concepts and inquiry central to students' learning experience.

This workshop is designed to meet the needs of a range of professional development requirements and can be used by schools undertaking the authorization process as well as a post-authorization refresher. It focuses on what it means to be an IB World School offering the DP and how the values of the school should reflect and promote the IB standards and practices. For interested schools or candidate schools, this workshop provides an opportunity to consider the basics while IB World Schools can reflect on and evaluate their IB journey thus far. To foster a community of collaboration, teachers will explore the role of the three DP core elements; TOK, CAS and the extended essay, as a means of broadening students' educational experience and providing an interdisciplinary forum in which students are challenged to apply their knowledge and skills. DP subject teachers will develop a deeper understanding of the core elements and means of articulation with the subjects they teach through meaningful curriculum planning and consideration of approaches to teaching and learning.

Coordination



Recommended for:

Coordinators, heads of school, school administrators and school counsellors.

This workshop will examine effective research on the IB, including student achievement, instructional effectiveness and programme evaluation. Best practice, which is proven to have successfully integrated the IB curriculum model(s) and concurrency of learning, will be explored.

Participants will:

- discuss and present data analysis, fostering ongoing progress monitoring
- review administrative mechanisms to enhance programme equity and access, as participants become familiar with assessment policy and language policy examples
- study IB programmes as living, evolving learning communities, focusing on collaborative structures, staffing alternatives, pyramids of interventions and professional development options.

Core assessment: Roadmap for improving student performance in TOK, CAS and EE



Recommended for:

Experienced TOK teachers, CAS coordinators, extended essay (EE) coordinators and supervisors, and DP coordinators and librarians.

This workshop is intended to provide participants with an opportunity to explore and apply the criteria and descriptors used for assessing work in TOK, CAS and the ee. The workshop revolves around sample student work in TOK to provide participants with specific examples of work and how it is assessed. Sample extended essays are also used in this way. In addition, participants can discuss possible CAS activities to help clarify the criteria used to assess student growth. In all instances, the workshop involves participants in assessing work rather than merely listening to presentations about rubrics. The IB learner profile and the goal of international-mindedness will serve as the two overarching themes informing the discussion of these different assessments.

Creating inclusive classrooms: Access for all students in the DP



Recommended for:

Team partners--a classroom teacher, learning consultant specialist or teacher specialist supporting students with diverse learning needs paired with the school's IB coordinator or a teacher with general education responsibilities.

Internationally minded schools celebrate diversity, but how do IB World Schools provide an inclusive learning environment ensuring student differences are seen as a means to enrich learning for all? This workshop enables participants to extend their knowledge, skills and understanding of how to provide access and support for all students, focusing on student strengths, capabilities and challenges. Participants will examine how inquiry, as promoted in the DP, allows each student's understanding of the world to develop in a manner and at a rate that is unique to that learner. Participants will have the opportunity to reflect on classroom practices and units of inquiry through the lenses of differentiation and the use of ICT to remove barriers to learning. Participants will explore models of collaborative teams that facilitate support for all learners and will create an action plan to develop school policy documents that support access and inclusion for all students consistently.



10 Reasons poster DP

This eye-catching poster shows 10 reasons why... The IB Diploma Programme (DP) is an ideal preparation for university. Created with input from IB teachers, this poster is both informative and student-friendly. Now available in English, French and Spanish.



Developing a culture of thinking and assessment for understanding



Recommended for:

All experienced DP teachers and those who have recently completed a category 1 workshop.

The focus of this workshop is on the development of critical-thinking skills, the nature of understanding and assessments that promote learning and understanding. We will examine how to create a culture of thinking in our classrooms, which is supported by assessments that give students informative feedback and promote good habits of thinking. Traditionally, assessment comes at the end of a unit/topic and tends to be about accountability. The focus is on gauging the learner's progress towards course or year-level goals and benchmarks. While these assessments are important in many contexts, they do not serve students' learning needs and may not reveal to what extent the learner has gained a real or deeper understanding of the materials and topics studied. Good assessments should promote both thinking and understanding. Assessments that promote learning must go hand in hand with the development of critical-thinking skills and useful feedback, which will also be examined in this workshop.

Economics: A focus on internal assessment



Recommended for:

Standard level (SL) and higher level (HL) economics teachers who are interested in improving their understanding of the internal assessment requirements. This workshop would also be appropriate for new teachers who have already gained experience with the economics syllabus.

The areas covered in the workshop will include understanding the nature and requirements of the internally assessed component of economics, the content, characteristics and presentation of the internal assessment reports written by candidates, understanding the assessment criteria for internal assessment reports in economics, and academic honesty in internal assessment. Participants will investigate and discuss ideas that assist students and teachers in meeting the requirements of economics internal assessment, undertake simulated assessment of examples of internal assessment, participate in the development of resources and strategies that can be used with students to encourage and guide them in meeting the requirements of internal assessment in economics, and review the assessment of reports and discussion of the marks awarded.

Economics: Boosting student grades



Recommended for:

Experienced economics teachers.

This workshop is a collaborative course in which experienced teachers share ideas about more effective and inquiry-based approaches to teaching and learning in economics. It offers a platform to discuss the teaching of some challenging topics, as well as tips and practice for the internal assessment portfolio.

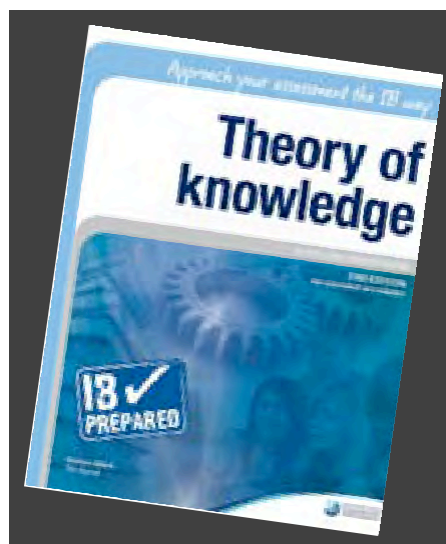
Economics extended essay



Recommended for:

Experienced teachers of economics who have supervised extended essays in the subject and wish to gain a further insight into how candidates should approach an extended essay in economics.

The areas covered in this workshop will include understanding the nature of the extended essay and its assessment rationale, the policy and procedures related to extended essay supervision, the roles and responsibilities of an extended essay supervisor, the roles and responsibilities of the candidate, the roles and responsibilities of the school and the assessment criteria and related subject-specific guidelines.



**IB Prepared: Theory of Knowledge
2nd Edition**

Updated from the bestselling first edition, this new book provides practical support and guidance to help students prepare for their theory of knowledge essays and oral presentations.

Environmental systems and societies: A focus on internal assessment



Recommended for:

SL and HL environmental systems and societies (ESS) teachers who are interested in improving their understanding of the ESS internal assessment requirements. This workshop would also be appropriate for new ESS teachers who have already gained experience with the ESS syllabus.

This workshop explores the eSS syllabus outline, aims, objectives, command terms; practical work and internal assessment; and guidance and authenticity in internal assessment. Participants will learn how the activities planned and developed across the practical scheme of work should enable students to fulfill the objectives stated in the IB's mission statement and in the learner profile. They will gain an understanding of how to relate investigations to the eSS syllabus assessment statements, how the internal assessment criteria are applied and assessed, and how ICT is used. They will work collaboratively to develop an internal assessment manual for students.

Environmental systems and societies: Incorporating fieldwork



Recommended for:

Experienced DP environmental systems and societies teachers and those who have recently completed a category 1 workshop.

Learn how to further your students' engagement with their environment and the people in it and help them develop analytical skills and a holistic understanding of environmental issues. In this workshop, you will gain a deeper understanding of the unique features of fieldwork as it relates to the subject of eSS. You will learn how to utilize school, urban, and more traditional natural settings for fieldwork by identifying systems for exploration, identifying societies for exploration within that system, and exploring the connections between the systems and societies identified. You will explore the range of qualitative and quantitative field work methodologies available in addition to the interdisciplinary nature of eSS, and determine how to incorporate ICT resources into eSS fieldwork. You will learn how to create links from eSS fieldwork to theory of knowledge and the extended essay, and prepare for eSS external examinations papers 1 and 2, including completion of the internal assessment (IA) criteria and a practical scheme of work for this course.

Essential strategies and resources to teach mathematical studies



Recommended for:

DP mathematics teachers who have completed a category 1 workshop and/or have experience in teaching DP mathematics courses. The workshop is designed to increase the understanding of the content of the Mathematical Studies course.

This workshop is designed to help you deepen your knowledge of the Mathematical Studies syllabus topics and master the skills required of students to succeed in this course. You will explore a range of teaching strategies and have access to resources and materials that can be used later with your students. The workshop will provide guidance on how to incorporate recommended teaching approaches such as inquiry and integration of technology into the learning process in your classroom. The workshop also aims to boost your confidence in weaving elements of TOK into your lessons and taking a more international perspective on your teaching.

Evaluating your DP



Recommended for:

DP coordinators, administrators and district/local representatives.

This workshop is an active, hands-on workshop for DP coordinators and administrators who want to understand the DP evaluation process. The *IB Programme standards and practices* (January 2014) and the *Programme evaluation guide and self-study questionnaire: Diploma Programme* (November 2010) are used as the backbone to analyse this topic. Participants will leave with a self-devised strategic plan for their own school evaluation process that will enable them to continue to move forward when they return to school.



new Exploring higher level cognition across DP subjects



Recommended for:

Coordinators.

explore strategies and techniques to implement across all subjects to create a more coherent programme and lead to improved student performance. In this workshop, you will discuss the critical thinking and learning skills used in TOK that enable students to work within a “zone of proximal learning” (Vygotsky) and, in particular, the need to recognize that these skills permeate into every subject within the Diploma Programme. Drawing on evidence-based practices and the most recent research in cognitive science, the workshop will cover ideas for curriculum and lesson design that best enable students to acquire skills and knowledge and quickly access both from memory. Learn new ways to ensure that students can engage in higher level cognition that encourages deeper thinking, awareness of their current performance and connections with other subject matter. Reflect on your current practice and consider how integrating various subject-specific needs can best be fused to develop a cohesive approach to revision and exam success. The workshop will include discussion on current thinking regarding stress and its relationship to revision and performance, as well as techniques to help students deal with stress effectively.

1-day
workshop

Extended essay in focus: A one-day intensive



Recommended for:

New and experienced teachers who are or will become extended essay supervisors.

This workshop is a one-day introduction to extended essay supervision, supplementary to and different from the existing category 3 workshop. The role of the supervisor in the extended essay. It is designed for both new and experienced DP teachers who are or will become extended essay supervisors. The aim of this workshop is to assist teachers in developing an appropriate framework of support for students while they are engaged in writing the extended essay. Participants will consider the purpose of the extended essay in terms of the DP and beyond, discuss the roles and responsibilities of the stakeholders, and develop an understanding of the assessment criteria and academic honesty. During the workshop, participants will develop a clear understanding of the extended essay requirements and the role that supervisors play in supporting the student during the extended essay process.

Geography: A focus on internal assessment



Recommended for:

Experienced teachers of the DP geography course.

This workshop will focus on the nature, purpose and requirements of the internally assessed DP geography course, and the various stages of the internal assessment process.

The structure, characteristics and presentation of the internal assessment reports will be covered, in addition to the importance of academic honesty in internal assessment. Participants will:

- generate, discuss and share ideas that help teachers and learners in fulfilling the requirements of the geography internal assessment coursework
- discuss the geographic skills required to produce fieldwork reports, that is, undertaking resource development activities, sharing resources and strategies necessary to guide candidates to successful completion of fieldwork reports that meet the internal assessment requirements
- identify the opportunities for fieldwork in the various topics of the DP geography syllabus while reflecting on the implications of the topic choice and possible challenges candidates might encounter when completing the exercises
- collaborate on the review of internal assessment reports, undertake the assessment of fieldwork reports and discuss the marks awarded.

Geography: Teaching and learning to support hL paper 3



Recommended for:

Experienced DP geography teachers and those who have recently completed a category 1 workshop.

For many teachers, the new “Global interactions” part of the geography course covers many new concepts and themes that may be unfamiliar. This workshop is designed to help educators maximize students’ potential during the challenging “Global interactions” element of the course. It focuses on the teaching and learning relevant to the assessment of synthesis and evaluation in DP geography and includes effective student-centred teaching strategies, coaching, curriculum development and sharing useful resources.

Geography extended essay



Recommended for:

Experienced teachers of DP geography, who have supervised extended essays in the subject and wish to gain a further insight into how candidates should approach an extended essay in geography.

This workshop will look in detail at topic selection for extended essays in geography, while considering why some topics may or may not be suitable for research. It will also examine techniques for investigation by candidates and the types of presentation technique that will be effective.

Participants will:

- examine the balance between the need for primary and secondary data collection and whether an extended essay can be based on secondary sources alone
- investigate the structure of the extended essay and how the content can be subdivided, while discussing example material and exchanging ideas with teachers from different backgrounds and schools
- exchange ideas and information that will aid participants in their understanding of how to assist candidates with the extended essay task.

history: A focus on internal assessment



Recommended for:

SL and HL history teachers who are interested in improving their understanding of the internal assessment requirements of the current subject guide (last examinations November 2016). This workshop would also be appropriate for new teachers who have already gained experience with the history syllabus.

This workshop aims to deepen participants' understanding of the very important assessment component within the IB DP history course, the Historical Investigation. The workshop will cover the three elements of the Internal Assessment, Identification and evaluation of sources, Investigation, and Reflection. Expectations and assessment criteria for each will be discussed. Particular attention will be paid to the Reflection component of the IA as this can be an element that students find particularly challenging. The workshop will include an opportunity for participants to read student samples, and mark them against the published assessment criteria. Time will also be dedicated to the sharing of ideas and resources around the design of an effective IA process and product where best

practices will be emphasized. Participants will design and or refine their own IA process that can be used in their classrooms that will reflect the needs, strengths and interests of their students and that will promote and support academic honesty.

history extended essay



Recommended for:

Experienced teachers of IB history, who have supervised extended essays in the subject and wish to gain a further insight into how candidates should approach an extended essay in history.

This workshop will focus on understanding the nature of the extended essay and its assessment rationale; the policy and procedures related to extended essay supervision; the roles and responsibilities of an extended essay supervisor, candidate, and school; and the assessment criteria and related subject-specific guidelines.

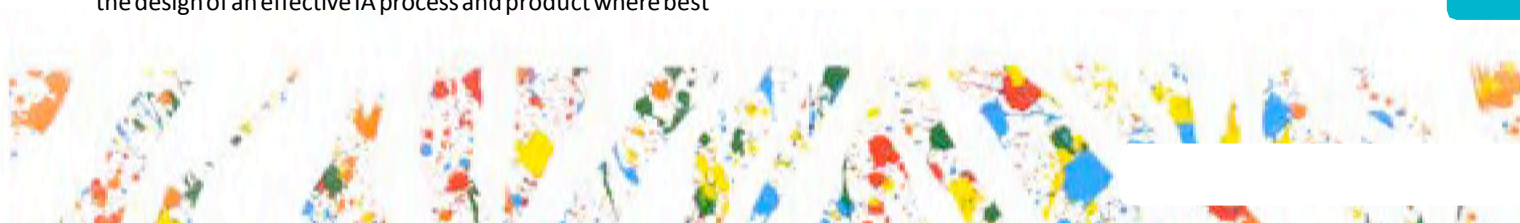
IB visual arts: Promoting the use of emerging media



Recommended for:

Experienced IB visual arts teachers and those who have recently completed a category 1 workshop.

This workshop is designed for those educators who are interested in exploring and promoting the use of emerging media and who are enthusiastic and committed to developing and understanding its role and potential within visual arts practice. It focuses on developing a greater awareness and understanding of the use of emerging media in visual arts and provides opportunities for participants to develop new skills and teaching strategies that will translate to classroom practice. Participants will collaborate with other practitioners to identify and establish best practice with regard to the creation and assessment of emerging media. Increasingly within visual arts practice, both students and educators are exploring, experimenting with and using emerging media. Consequently, the artworks produced are often difficult to interpret and the processes and media used are difficult to understand and assess. The workshop will build capacity among educators who are interested in promoting the use of emerging media within the current visual arts curriculum to better meet the increasing needs of all students.



ICT in mathematics



Recommended for:

Experienced DP mathematics teachers with any level of computer expertise.

Teachers will receive simple, straight-forward guidance and ideas on how to get the most out of ICT in the mathematics classroom. This hands-on workshop will incorporate demonstration and plenty of opportunities to practise using some exciting and innovative new technologies. At each stage, participants will reflect on the pedagogy of how, when and why to use technology to support the aims and objectives of the group's subjects.

Much of the workshop will be centred around gaining expertise in GeoGebra. Workshop participants will leave invigorated, full of ideas and with ready-to-use resources for their classroom. Participants will need to bring a Wi-Fi enabled laptop with the latest version of GeoGebra installed (free to download for non-commercial use). Tablets are not recommended for the workshop.

Interdisciplinarity and the world studies extended essay



Recommended for

Extended essay coordinators, IB coordinators and supervisors of the extended essay.

Supervisors and coordinators will learn about best practice strategies for effective guidance of the world studies extended essay (WSee), especially as it relates to interdisciplinarity and global consciousness. You will links with the core along with relationships to the subject area disciplines, the learner profile and international mindedness. An emphasis on supervision and guidance of the WSee will be highlighted as well as effective use of the Researcher's Reflection Space and the Reflection on Planning and Progress form. You will be able to understand how the WSee sits within the IB in general and the DP in particular, as well as its place within the continuum.

Language A: Exploring literature in translation



Recommended for:

Literature course teachers in the studies in language and literature group who are seeking to consider the theoretical and practical aspects of teaching works in translation in order to develop effective classroom practices. All participants should have attended a category 1 or 2 workshop and have at least two years of experience teaching group 1 courses. The theoretical components may also be of interest to teachers of the literature and performance course, but as there is no explicit literature in translation requirement in the guide, the workshop will be of less relevance to teachers of this course.

The workshop will focus on a selection of appropriate texts from the *Prescribed literature in translation list* (February 2011) (first examinations 2013); the appropriate ways of studying the texts and following the required stages leading to the production of the assessment component, the literature in translation essay; and the ways in which the assessment essay can be approached, with evaluation of some sample scripts. Attention will also be given to the possible inclusion of literature in translation part 4.

Language A: Literature—Teaching poetry for enjoyment and assessment



Recommended for:

All experienced DP literature or language and literature teachers, and those who have recently completed a category 1 workshop.

Poetry, as a genre, is available for study in several units in the language A: literature course (also the language A: language and literature course), as well as in several assessments in this course. Poetry provides great opportunities for student writing and doing the kind of close-reading analysis necessary for work in DP literature. This workshop will investigate several aspects of selecting and teaching poetry to stimulate student interest and prepare students for IB assessments. It is available in English, Spanish, Chinese and Korean.

Language B: Extended essay



Recommended for:

Experienced DP language B teachers.

The purpose of this workshop is to understand better the process of creating and supervising an extended essay (ee) in a language B course, as well as discovering and sharing best practices to guide students in their extended essay writing process. During this workshop, participants will gain an understanding of the general requirements outlined in the current ee *Guide for the language B extended essay* (its nature and structure), work with some ee samples to apply and better comprehend the marking criteria and learn about the distinctive role of the ee supervisor in guiding the language B ee researching and writing process and in helping students to reflect on their learning. The workshop will provide an opportunity to share best practices and develop an action plan to best support language B ee students.

Language B in Spanish: Building thematic units



Recommended for:

All experienced DP Spanish B teachers and those who have recently completed a category 1 workshop.

The workshop will provide experienced educators with the opportunity to engage in in-depth exploration of the new language acquisition group language B SL/HL core topics of social relationships, global issues, and communication and media. Participants will enhance their programme delivery of Spanish language and literature through the preparation of thematic units that will enhance student language acquisition and intercultural competence.

Managing the extended essay



Recommended for:

All experienced DP coordinators, extended essay coordinators, librarians and those who have recently completed a category 1 workshop.

Schools can increase student achievement in the extended essay by taking a systematic approach to managing the extended essay process and by preparing teachers to assume supervisory roles and responsibilities. This workshop is suitable for both new and experienced extended essay coordinators

and DP coordinators who are keen to explore ways of developing effective school procedures for managing the extended essay process. During the workshop, participants will engage in activities to develop a clear understanding of the extended essay requirements and the role that librarians and supervisors play in supporting the writing process.

Maths SL and HL: A focus on internal assessment



Recommended for:

All experienced DP mathematics SL/HL teachers and those who have recently completed a category 1 workshop.

In the new Mathematics SL and HL guides (first examinations 2014), internal assessment is completely different from the current portfolio with which many teachers may be familiar. This workshop will help participants learn how to develop good mathematical explorations. There will be opportunity to discuss the use of stimuli and mind maps that scaffold students' mathematical discovery. Participants will also review various student samples to develop expertise in the application of the internal assessment criteria and the moderation process.

Navigating school-supported self-taught literature



Recommended for:

All experienced DP teachers and coordinators interested in implementing and running a mother tongue course in their schools.

In this workshop, participants will discuss the construction of a viable language policy based on the culture of their school. In addition, participants will learn how to encourage coordinators and teachers to implement school-supported language A options within the DP using a workable two-year syllabus or course template. Participants will clarify procedures that need to be followed for authorization to register a candidate for a special request language; discuss activities to help teachers develop strategies for preparing students for the alternative oral presentation, commentary, the world literature paper and papers 1 and 2; discuss how to establish effective relationships with language tutors; and focus on the IB's external assessment requirements and discuss how to fulfill them by studying samples of student's written work (translated into English).



Pedagogical leadership



Recommended for:

Subject area leaders in all disciplines, coordinators and heads of school.

This workshop deepens the understanding of the philosophical and pedagogical impact of implementing the IB DP. Participants will study how assessing schools against IB standards and practices supports the planning, implementation and improvement of the DP. In addition, participants will discuss the importance of developing a collaborative school culture to bring about systemic and sustained change and examine how the diverse ways people think, learn and work affect how their learning communities function. The complex nature of change as it relates to the role of pedagogical leaders in planning for and implementing change within the DP will be discussed.

Physics: A focus on internal assessment



Recommended for:

Experienced IB physics teachers and IB physics teachers who have recently completed a category 1 physics workshop.

Practical work is an important feature of the DP physics course. This workshop supports participants in the development of a balanced and practical scheme of work that provides opportunities to assess students using the sciences group internal assessment criteria. Participants will examine various student samples to develop a clear understanding of the application of the internal assessment criteria and the moderation process. Ways in which teachers can scaffold teaching and learning to prepare students for internal assessment will also be explored. The workshop is suitable for experienced teachers who wish to improve their practical schemes of work as well as teachers new to teaching physics in the DP.

Physics: Promoting the use of ICT



Recommended for:

All experienced DP physics teachers and those who have recently completed a category 1 workshop and wish to explore the role that ICT can play in teaching, learning and school-based assessment in the IB physics curriculum.

Participants will discuss the importance of ICT as a tool in practical work; investigate the ways of scaffolding knowledge required for students to design their own experiments using ICT; focus on the design of experiments using ICT suitable for IB internal assessment; and role play to enhance the understanding of concepts. Participants will receive hands-on experience with a range of different software packages and explore other ways to use ICT to support teaching and learning.

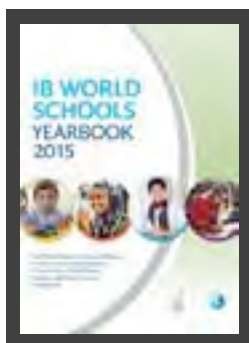
Psychology: A focus on internal assessment



Recommended for:

Supervisors of students engaged in writing their internal assessment on academic areas of psychology. It does not require prior experience in the supervision of internal assessment in the field of psychology. Experienced supervisors are also welcome.

This workshop will help supervisors of psychology students develop the skills to help students write a major piece of formally presented, structured writing in which ideas and findings are communicated in a reasoned and coherent manner, appropriate to the academic field of psychology. There will be special emphasis on how to develop an encouraging climate. Participants will discuss the roles and responsibilities of the supervisor and receive advice and guidance on how to undertake research in the field of psychology; identify the skills required by a student to complete the internal assessment work; develop strategies and resources that can be used to support successful completion of the internal assessment; learn strategies to help students formulate a focused research question and ensure that the research question does not violate ethical issues; address issues dealing with possible plagiarism; and understand the rationale for the assessment criteria.



IB World Schools Yearbook 2015

The official guide to more than 3500 IB World Schools. Purchase directly from the publisher at www.johncattbookshop.com.



new Strategies to increase DP cohort sizes



Recommended for:

Heads of school, DP coordinators, members of the pedagogical leadership team, and other school administrators. Participants might also be established DP institutions looking to widen access and increase cohort size or new IB World Schools seeking to establish healthy numbers from the immediate community.

The DP develops a range of skills for students. It appeals to students with interests in a broad range of subjects. This workshop emphasizes a vast understanding on what exactly is an accessible programme, building effective and meaningful collaborative structures for student support and success, and exploring various delivery models for programme sustenance and growth. The nature of diploma programme assessment and improving approaches to teaching will also be examined in the context of enhancing student enrolment. In addition, programme marketing and student recruitment will also be discussed in detail, with presentation of proven models.

Subject specific seminar: Extended essay



Recommended for

Experienced DP teachers in IB World Schools who are extended essay supervisors; DP coordinators; extended essay coordinators; or school librarians.

This workshop will provide a forum for IB educators to engage in detailed discussion around changes to the extended essay following curriculum review and the launch of the new subject guide. You will learn about the changes made to the extended essay curriculum based on the review for first assessment in 2018. You will explore the changes to the assessment, supervision process and administrative procedures outlined in the new extended essay guide (to be published in February 2016). You will examine the rationale behind these changes and undertake collaborative activities to understand, discuss and manage the new extended essay process in schools. Participants will also reflect on the purpose of the extended essay in terms of the DP and beyond, discuss the roles and responsibilities of the stakeholders, and review issues such as the role of the librarian and academic honesty.

Supporting IB students in the university admissions process



Recommended for:

DP coordinators, counsellors, principals, heads, members of senior management teams, school district officials from IB World Schools and university/college admissions officers.

More than 120,000 DP students enter university each year. IB students represent a broad range of nationalities from nearly 140 countries and reflect diverse experiences and perspectives that they apply to their learning in the DP. These experiences, in combination with the DP's emphasis on international-mindedness and academic rigour, provide students with a unique set of skills, attitudes and perspectives for success in university and life in the 21st century.

During this workshop, you will develop a clearer understanding of how university recognition impacts a student's application to university, and to explore strategies in which schools can support students to maximize their chances of acceptance at their chosen university.

Teaching ITGS in the age of Web 2.0



Recommended for:

All experienced DP teachers and those who have recently completed a category 1 workshop.

This workshop will help DP teachers create units of study that incorporate the learner profile, international-mindedness and TOK; use an integrated approach based on the information technology in a global society (ITGS) triangle; incorporate scenarios based on real situations; develop local and global collaboration using Web 2.0 tools; and appreciate how Web 2.0 tools may be redefining digital citizenship. Participants will develop strategies that prepare students for external assessment; learn how to adapt to and use news articles as a teaching strategy, specifically for the new paper 2; explore ways to teach students to build an argument as preparation for extended response questions; and develop techniques for understanding and using the command terms throughout the course. In addition, participants will develop strategies for project management and for teaching the product development life cycle (strand 3.9 in the new syllabus) and create a step-by-step management process (including a class wiki) during the workshop that models the processes involved in the development of a product.



The role of the supervisor in the extended essay



Recommended for:

All experienced extended essays supervisors and those who have recently completed a category 1 workshop.

This workshop will prepare individual supervisors for their role in working with students during the extended essay process. Participants will cover the nature of the extended essay, the assessment process, policies and procedures, and ways to prepare students for the research process and reflection in the extended essay. The workshop will not discuss managing the entire process on a school-wide level because that subject is addressed in another workshop, *Managing the extended essay*.

Understanding the Diploma Programme (DP)



Recommended for:

DP teachers who wish to increase their level of understanding of the programme.

This workshop is designed to meet the needs of a range of professional development requirements and can be used by interested schools and candidate schools as well as a post-authorization refresher. There is a focus on what it means to be an IB World School offering the DP and how the values of the school should reflect and promote the IB standards and practices. For interested schools and candidate schools, this provides an opportunity to consider the basics while those schools post-authorization will be given an opportunity to reflect and evaluate their IB journey thus far. To foster a community of collaboration, teachers will explore the role of the three DP core elements: theory of knowledge; creativity, action, service; and the extended essay as a means of broadening students' educational experience and providing an interdisciplinary forum in which students are challenged to apply their knowledge and skills. This will support DP subject teachers in developing a deeper understanding of the core elements and means of articulation with the subjects they teach through meaningful curriculum planning and consideration of approaches to teaching and learning.

Using the CASIO GDC in IB mathematics



Recommended for:

IB mathematics studies SL, mathematics SL and mathematics HL teachers. Experience with the Casio GDC calculator is not a prerequisite.

With the rapid advances and development of technology, students are accustomed to, and adept at, utilizing ICT tools in the classroom as part of the learning process. The Casio GDC calculator can help teachers cater to different learning styles, engage students in an investigative nature and ultimately encourage an inquiry-based approach to learning mathematics. At the same time, this is also a tool for problem-solving and exam technique. Participants will learn how to use the Casio GDC as an inquiry tool to help students:

- develop a deeper, more meaningful understanding of mathematical concepts
- create and build their own resources
- use the Casio GDC to explore unfamiliar topics in the various IB mathematics guides.

Using TI-Nspire in IB mathematics



Recommended for:

Teachers of mathematical studies SL, mathematics SL and mathematics HL

Phenomenal improvements in graphing data calculator (GDC) technology now provide users with an unprecedented set of mathematical tools. Advances in GDC technology, specifically the use of the latest GDC—the TI-Nspire CX—precipitate significant changes to the delivery of mathematics education. As teachers direct students to visualize, explore, discover and confirm concepts on their own using the TI-Nspire CX, students can adopt an inquiry-based approach to learning. This workshop is designed to provide professional development and assistance for the use of TI-Nspire CX technology when teaching IB mathematics courses. Participants will explore features of the TI-Nspire by:

- visualizing functions, tangents, normals, derivatives and integrals with dynamic graphing
- investigating changes to parameters efficiently with sliders
- managing, displaying, and analysing data and statistics with spreadsheets
- constructing, visualizing, measuring and calculating lengths, angles, vectors and areas with the geometry tools
- drawing and analysing 3D graphs and slope-fields
- importing full-colour photographic images for curve-fitting and analysis
- generating spreadsheet data with values acquired by data capturing.



THEORY OF KNOWLEDGE (TOK) WORKSHOPS

Core assessment: Roadmap for improving student performance in TOK, CAS and EE



Recommended for:

Experienced TOK teachers, CAS coordinators, extended essay (EE) coordinators and supervisors, and DP coordinators and librarians.

This workshop is intended to provide participants with an opportunity to explore and apply the criteria and descriptors used for assessing work in TOK, CAS and the ee. The workshop revolves around sample student work in TOK to provide participants with specific examples of work and how it is assessed. Sample extended essays are also used in this way. In addition, participants can discuss possible CAS activities to help clarify the criteria used to assess student growth. In all instances, the workshop involves participants in assessing work rather than merely listening to presentations about rubrics. The IB learner profile and the goal of international-mindedness will serve as the two overarching themes informing the discussion of these different assessments.

TOK for subject teachers



Recommended for:

Experienced IB subject teachers who do not teach TOK but would like to develop their understanding of TOK so that they may model and reinforce effective thinking skills and concepts in their teaching.

During the workshop, participants will have an opportunity to discuss the nature of TOK. Through workshop activities, they will model the TOK approach by reflecting on themselves—the teachers—as “knowers” and discuss the “ways of knowing” in TOK and their relevance with other IB subjects. The workshop will explore the link between TOK and inquiry so that participants can incorporate a practical understanding of TOK in quality curriculum planning and classroom teaching.

TOK: helping students write strong TOK essays and assessing their work



Recommended for:

Experienced TOK teachers, DP teachers who may help students with their TOK essays and assessments, school administrators and DP coordinators with an interest in TOK assessment.

Gain new strategies to help students elevate their TOK essay-writing skills, especially those related to argument, analysis and counter-claims, and learn how to better assess their work. In this workshop, participants will explore "global impression marking" as applied to assessment and delve into the meaning of the TOK assessment rubrics from both the teacher and student point of view. Participants will learn strategies that help students extract knowledge questions from prescribed titles and frame them effectively. They also will assess sample TOK essays to better understand the elements of what accomplished TOK essays look like, and learn experientially as they take on the task of writing a TOK essay based on a prescribed title.



DP TheATRe WORKSHOPS

PROVIDeD BY ISTA

Collaboratively creating original theatre



Recommended for:

DP theatre teachers.

This workshop represents an in-depth exploration into the process of creating theatre collectively. Participants will develop their understanding of how original theatre can be created collaboratively and presented both as learners and theatre makers. Participants will leave with a tool kit for subsequent practice in the classroom. The workshop presents theory and strategies for establishing, developing and equipping an ensemble to create original pieces of theatre. Workshop participants become an ensemble that embarks on making a piece of theatre. Different stimuli and starting points are used, categorized and examined to create theatre, and the workshop looks at the characteristics of an effective stimulus that determines and shapes the nature of the piece being created. Devising requires a sophisticated understanding of the art form, and this workshop provides an in- depth look at form, structuring and staging the material explored. Different approaches to devising are examined with reference to contemporary practice and research.

Learning through cultural settings: Ways of using and cultural and historical settings for teaching and learning



Recommended for:

DP theatre teachers.

Using a cultural setting such as a museum, historical site, gallery or performance space, the workshop will explore how to use cultural settings as a stimulus for creating units of work, resources and models of practice. Areas of exploration will include practical exercises for engaging with cultural sites that are useful for any site visit or field trip. Participants will experience practical activities that focus on learning about and responding to site, artifacts, collections, stories and resources; creating site-specific

responses; developing partnerships with cultural organizations; exploring different types of research; developing visual literacy skills; examining interconnection and relationships between different sites; exploring cultural history and how to read a site; considering the role of the curator from the perspective of theatre production. Participants will use the specific cultural setting selected for the workshop (past examples have included the British Museum and the National Gallery in London, and the American Museum of Natural History in New York) as a model for transferable skills and practices to their own settings and cultural organizations.

Theatre: A focus on IA



Recommended for:

Recommended for experienced DP theatre teachers who have completed category 1 or a subject specific seminar for the new curriculum (first assessment 2016).

In this workshop participants will engage in activities to deepen their understanding of the conceptual and practical implications of the internal assessment component within the DP theatre curriculum. This will include a range of practical activities to cover preparing students for the collaborative project, including approaches to creation and researching companies who collaboratively create original theatre. Practicalities, such as group forming, planning and developing/ applying skills will be covered. The workshop will also address documentation of process and performance and the use of this in reflecting on the project as a whole, feeding into the internal assessment task. The assessment of this component will be covered through a focus on the format and requirements of the assessment task, sample marking and approaches to standardization and moderation.

DP TheATRe WORKSHOPS

PROVIDeD BY ISTA

Theatre traditions and practices: Teaching and learning through the body

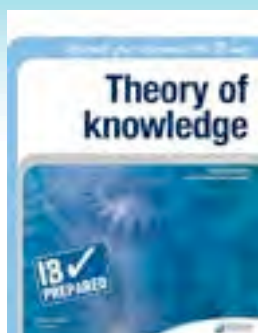


Recommended for:

DP theatre teachers.

This workshop focuses on engaging with theatre practices and traditions from around the world and developing strategies to effectively teach these. There will be different practices examined but each workshop will engage with one specific practice, for example Japanese Butoh or Balinese performing practices, which have been the focus of past workshops. Participants will examine and experience unfamiliar performing arts practices and their pedagogical implications. The workshop will encourage participants to engage in inquiry and reflection, develop one's practice as an educator and practitioner, and examine through the body and through practical work with specialists how the particular performing arts practice functions socially, culturally and in practice. The focus is on learning through the body (somatic learning), and this intensive experience is designed to empower participants to feel confident in delivering a theatre practice they are unfamiliar with within the context of the IB DP theatre course. The exploration of a single performing arts practice enables subsequent application to a whole range of practices and traditions from around the world, ranging from Japanese Noh to Classical Greek theatre, from Balinese arts to Butoh.





IB Prepared Theory of knowledge 2nd Edition

Updated from the bestselling first edition, this new book provides practical support and guidance to help students prepare for their theory of knowledge essays and oral presentations.



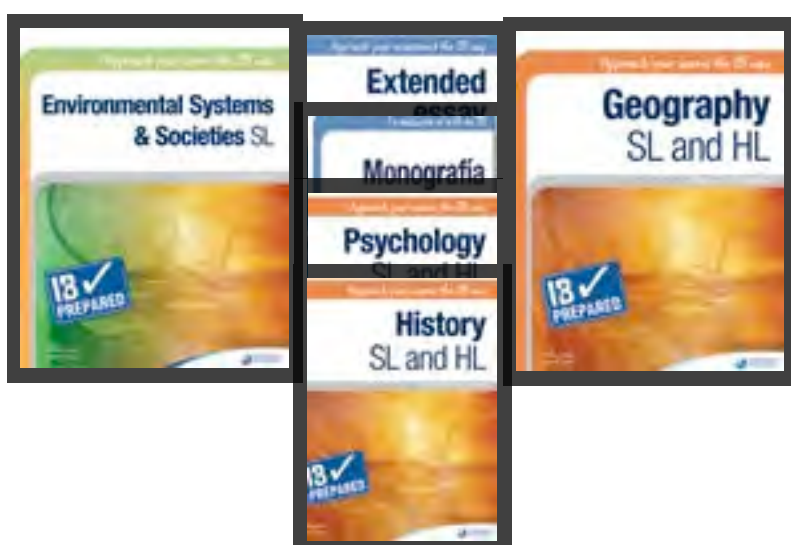
Examination paper and markscheme packs

exam preparation for teachers and coordinators, with accompanying markschemes, suitable for both independent study and classroom use. New issue released after each exam session. Individual exam papers and markschemes are also available to purchase.



Academic honesty poster

Academic honesty is a key area of the DP. If students are found to have committed academic misconduct, they could fail to be awarded a grade in the subject concerned. This poster provides students with guidance to help them think about academic honesty, its issues and the importance of personal integrity.



IB Prepared series of student guides

IB Prepared is a dynamic series of resources that helps students and teachers prepare for key elements of the DP.

- Learn from experienced IB teachers and examiners.
- Build confidence with practical support and useful advice.
- Test yourself with past IB exam papers (only in *Approach your exams the IB way* not in *Approach your assessment the IB way*).
- Improve your understanding of how marks are awarded by seeing real IB student answers at three different mark levels, plus commentary highlighting how marks are gained or lost.
- Brush up on the syllabus and hear from the experts.



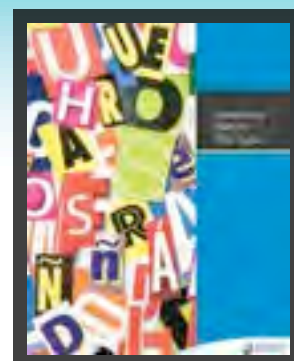
DP curriculum materials

Find essential DP curriculum materials available for free on the OCC (for authorized IB World Schools) and also available for purchase on the IB store.



Excellent series

The series currently includes two products: *50 More Excellent Extended Essays* is available on CD-ROM and *10 monografía excelentes* is a Spanish download product. Each provides a collection of student work covering a number of subject areas. All essays scored an A/excellent grade and have been selected by senior examiners.



Developing Skills for Text Types: A Guide for Students of Spanish

A practical book, developed for DI students of Spanish ab initio and Spanish B standard level courses, that focuses on the writing element of both courses.



Oxford University Press DP course books

The IB works in collaboration with Oxford University Press (OUP) to produce a unique series of student resource materials, specially designed for the DP. These course books meet the specific DP needs while fitting within the holistic philosophy of the IB and the mission statement. Purchase your copy direct from OUP at oup.com.



CAReeR-ReLATeD PROGRAMMe

NOTE: All workshops are facilitated by trained workshop leaders experienced in teaching in IB programmes.

NOTE: CP workshops in Spanish will be available from 2016 and will be announced on the workshop events calendar on ibo.org.

Category 1

Launching the CP



This introductory in-school workshop provides schools with a consistent knowledge base across all staff. Participants will be exposed to key elements of the CP and then will be able to explore these elements further in regards to their own school in activities throughout the workshop. The workshop spans one full day (six hours of instruction) with two sessions in the morning and two sessions in the afternoon.

Note: This is not a category 1 workshop. It does not count towards authorization.

new CP Administrators



Recommended for:

Principals, heads, members of senior management teams from schools which have decided to offer the Career-related Programme. New or recently appointed principals, heads, and members of senior management teams from schools offering the Career-related Programme

This workshop will provide a basic understanding of the Career-related Programme (CP) for members of educational leadership teams and discuss how schools can create a sustainable offer with engaged stakeholders. You will explore the philosophical and administrative implications of IB programme standards with reference to the requirements of CP implementation. Particular focus will be given to introducing the IB mission, student-centred philosophy and the Learner Profile; and explaining the unique CP framework and suitable delivery of its core elements. In addition, you will learn how to tailor the CP to individual contexts and explore the CP standards, practices and requirements and the process involved in application for candidacy, authorisation and programme evaluation.

Workshops key



Face to face



Face to face in Spanish



Face to face in French



Online in English



Online in Spanish



Online in French

CP Coordinators



Recommended for:

This workshop is recommended for coordinators who are:

- currently involved in a feasibility study or the authorization process to implement the CP
- new to the IB and about to join an authorized or candidate CP school
- new or recently appointed CP coordinators from IB World Schools.

This workshop introduces CP coordinators to the IB philosophy, the role of coordinators and the components of the CP. You will develop an understanding of the IB mission and philosophy reflected in the CP as a programme of international education. You will explore the CP standards, practices and requirements, and the process involved in application for candidacy, authorisation and programme evaluation. You will have the opportunity to discuss the IB CP *Core guide* and *Handbook of procedures* that explains the programme's flexible framework, with its scope for varied implementation in different school contexts, and explore different strategies for implementing the required components of the IB CP to suit the needs, backgrounds and contexts of students. Finally, you will learn about how to use key IB publications and online systems such as the International Baccalaureate Information System (IBIS) and the online curriculum centre (OCC) that are crucial to the role of the CP coordinator.

new CP Guidance counsellors



Recommended for:

This workshop is intended for counsellors or careers guidance counsellors, HE advisors and members of educational establishments with some experience of working with students 16–18 who are:

- in a non-IB school but who are interested in learning about guidance counselling in the CP
- new to the IB and about to join an authorized or candidate CP school.

Owing to the unique nature of the CP this workshop explores the philosophical and administrative background to the newest IB programme with reference to CP standards and requirements, as relevant to guidance counsellors or professionals who have the responsibility for career guidance

implementation. In this workshop you will focus on how the CP holistically links the IB mission and philosophy and understand CP elements and career-related learning to address student needs. You will also discuss strategies for gaining university and employer recognition of the CP, and gain strategies to support career guidance that enhances the CP, considering varying school contexts. Finally, you will better understand how to use IB support materials available online and in key publications.

new CP Personal and professional skills



Recommended for:

*Teachers of **Personal and professional skills (PPS)** from schools which have taken the decision to apply to offer the Career-related Programme and new or recently appointed teachers of PPS from IB World Schools.*

This workshop is designed to provide specific Personal and professional skills (PPS) development to educators from either a school that has decided to apply for IB authorization or recently appointed to a school with an existing CP offer. The workshop will provide an in-depth look at the IB mission and philosophy reflected in the CP as a programme of international education as well as the context of the PPS course in relation to the CP core and CP as a whole. You will come away with different strategies for implementing the required components of PPS to suit the needs, backgrounds and career-related interests of students and have strategies to ensure PPS course planning is pedagogically underpinned, with supporting examples from a range of contexts.



CP Reflective project



Recommended for:

Teachers of the career related aspect of the CP from schools which have taken the decision to apply for or offer the CP and new or recently appointed CP coordinators or reflective project supervisors from IB World Schools.

This workshop provides a holistic, theoretical and practical view of the delivery of the reflective project for schools that have recently applied or have become authorized to offer the CP. The workshop will provide an in-depth look at the context of the reflective project in relation to the CP core and CP as a whole; the criterion-based assessment of the reflective project, with specific consideration of the other aspects of the reflective project that must be covered as part of the summative and formative assessment of the work. In addition, supervision, formatting and best-practice approaches to the reflective project teaching, assessment and delivery will be shared.

new CP Service learning: Transforming academics into action



Recommended for:

New IB educators associated with the CP will benefit, including administrators, CP service learning coordinators, teachers from every discipline and subject and counselors.

Service learning, an effective strategy for teaching and learning, creates conducive environments for deepening curricular understanding as students apply knowledge and skills to improve their community. With service learning, students extend in-class understanding by identifying an authentic community need, applying what is learned in new ways and in diverse settings, and observing outcomes. When students recognize the purpose for academic studies through the service learning process, they are more likely to apply themselves with commitment and dedication, knowing others depend on them. During this workshop, you will explore the five stages of service learning and its application in the Diploma Programme through CAS and academic classes, and in CP service learning.

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Subscribe to the *IB Journal of Teaching Practice*—an online resource providing informative and inspiring professional development for teaching professionals. Published twice a year. Find:

- **Action research reports** that describe how teachers address issues in classroom practice or school organization, leading to improvements in teaching and learning.
- **Studies in practice** that summarize current research or analyze the study of classroom teaching and school leadership.
- **Research provocations** that introduce questions that would benefit from further, more systematic and methodologically rigorous inquiry.
- **Resource reviews** of research strategies, etc.

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<https://store.ibo.org/annual-subscription-per-institution>

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Category 2

new CP Coordinators



Recommended for:

New IB educators associated with DP and/or CP will benefit including administrators, CAS coordinators, CP service learning coordinators, teachers from every discipline and subject, and counsellors.

The purpose of this workshop is to build on existing experience and knowledge, so you can improve the way the CP is implemented in your school and prepare for future changes to the CP. In this workshop you will reflect on your experience of CP delivery in your own educational context and share ideas on pedagogy, assessment, retention and curriculum to gain a wider understanding of CP practice. You will also explore different strategies for tracking and assessing the core components of the CP.

new CP Personal and professional skills



Recommended for:

Teachers of Personal and professional skills (PPS) who either have experience with the Career-related Programme or who have attended a category 1 PPS workshop.

This workshop provides a forum for experienced Personal and professional skills (PPS) teachers to engage in a detailed discussion around changes to and improving implementation, assessment and teaching of PPS, based on the curriculum review and the launch of the new guide that replaces the former IBCC ATL (Approaches to learning) course. You will develop a new understanding of PPS themes and the role of the course within the CP, share strategies that support successful delivery of PPS that reflect DP and career-related components of the CP, and review, develop and share teaching and learning experiences that support effective implementation and assessment of PPS.

new CP Reflective project



Recommended for:

Experienced reflective project supervisors, CP teachers and CP coordinators.

This workshop provides a forum for experienced CP educators to engage in a detailed discussion around changes to and improving implementation, assessment and teaching of the reflective project, based on the curriculum review and the launch of the new reflective project guide. You will strengthen understanding of the reflective project and its role within the CP and develop, review and share strategies that support successful collaborative planning and reflection with DP and CP educators around the reflective project. You will also review, develop and share teaching and learning strategies that support effective implementation and assessment of the reflective project. You will strengthen your understanding and standardize the application of reflective project assessment criteria.



10 Reasons Poster CP

This eye-catching poster shows 10 reasons why... The Career-related Programme (CP) is the ideal study for students looking to pursue different pathways. Created with input from IB teachers, this poster is both informative and student-friendly. Now available in English, French and Spanish.





IB CONTINUUM
CONTINUUM DE L'IB
CONTINUO DEL IB

IB CONTINUUM

NOTE: All workshops are facilitated by trained workshop leaders experienced in teaching in IB programmes. All continuum workshops are category 3 events.

Category 3

Affective skills: Building a foundation for mindful living and learning



Recommended for:

Teachers, coordinators, administrators and counsellors.

Learning to attend to yourself and your surroundings is the first step towards mindful living and learning. This workshop explores the approaches to learning (ATL) affective skill clusters of mindfulness, perseverance, emotional management, self-motivation, and resilience. Helping students cultivate these affective skills is key to their emotional well-being and their ability to engage reflectively with ideas and information. When teachers practice and model these skills, they can be more fully present and able respond to their own as well as students' needs. Through learning experiences that engage the mind, heart and body, participants will consider the role affective skills play in developing individual potential and building an authentic, caring learning community. They will also gain practical understanding of how affective skills can be integrated into unit planning, teaching and learning experiences and reflection.

Workshops key



Face to face



Face to face in Spanish



Face to face in French



Online in English



Online in Spanish



Online in French

Beyond symbolism: Indigenous waysofknowing



Recommended for:

School administrators, curriculum coordinators and classroom teachers.

Many national curriculums require schools to provide opportunities for communities to engage with indigenous issues and perspectives. This particular experience will focus on First Peoples' views and knowledge. Participants will have the opportunity to engage with indigenous educators and develop an understanding about indigenous ways of knowing and using the "oral tradition". This workshop will assist teachers as they focus on engaging authentic methods of weaving First Peoples' knowledge into their curriculum offering. The workshop addresses all of the Primary Years Programme (PYP) transdisciplinary themes and global contexts and offers points of provocation for inquiries into a range of subject areas.

Common sense: IB and the common core



Recommended for:

Subject teachers, administrators and heads of school.

The Common Core State Standards (CCSS) will impact many IB World Schools. How will your school or district make sense of the CCSS and the IB? This workshop examines how we can align the CCSS with the IB's curricular aims and objectives across the IB continuum. The introduction of the CCSS nationwide provides an opportunity for schools and districts to examine the conceptual understandings and procedural skills development of their curriculums, as well as the chance to review the best practices of the IB. We will examine curriculum alignment and coherence between the IB and the CCSS in subject groups, analyse how that will impact instructional delivery of IB programmes, and discuss leadership and structure for effective implementation. This interactive workshop will allow participants to develop a plan for meaningful integration of the CCSS and the IB for their school or district.

Creating inclusive classrooms: Access for all students in the PYP/MYP years 1-3



Recommended for:

Participants are encouraged to register as team partners—a classroom teacher, learning consultant specialist or teacher specialist supporting students with diverse learning needs paired with the school's IB coordinator or a teacher with general education responsibilities.

In this interactive workshop, you will explore what planning for inclusion means, why planning for inclusion is important to consider in an IB setting, and how planning for inclusion will benefit all students in the school community. You will gather differentiation strategies and approaches from other participants and from the workshop itself, design an assessment that differentiates for interest and readiness, and learn how to accommodate learners within the IB assessment protocols.

Creating inclusive classrooms: Access for all students in the MYP years 4-5/DP



Recommended for:

Participants are encouraged to register as team partners—a classroom teacher, learning consultant specialist or teacher specialist supporting students with diverse learning needs paired with the school's IB coordinator or a teacher with general education responsibilities.

In this interactive workshop, you will explore what planning for inclusion means, why planning for inclusion is important to consider in an IB setting, and how planning for inclusion will benefit all students in the school community. You will gather differentiation strategies and approaches from other participants and from the workshop itself, design an assessment that differentiates for interest and readiness, and learn how to accommodate learners within the IB assessment protocols.



JOIN A NeW GeNeRATION OF LeADeRS

Whether you're already an IB teacher or coordinator or you're a teacher in a national system, five new specialized IB leadership workshops give you the perfect opportunity to take the next step in your professional growth.

new Leading an effective professional learning community



Recommended for:

All aspiring leaders, including teachers, coordinators, and heads of school.

IB World Schools are well positioned to operate as professional learning communities because of the unifying attributes of the learner profile and the commitment of those implementing IB programmes to promote inquiry, collaborative learning and critical thinking. School leaders play a central role in creating and sustaining school cultures that embrace professional learning. In this workshop, you will investigate different approaches to developing IB-focused professional learning communities.

new Leading for effective teaching and learning



Recommended for:

All aspiring leaders, including teachers, coordinators, and heads of school.

This workshop will provide opportunities for you to explore theories of learning and instructional design principles underpinning the IB programmes. You will consider the impact these have on student learning and how the school can support this learning. You will look at the implications of adopting these ideas and principles when developing and implementing school strategy and policy. You will explore the instrumental role that authentic assessment plays in guiding learning activities and enabling student learning and discuss how assessment of and for learning, can be incorporated into a whole school assessment policy. You will identify strategies for successful policy implementation and the role of teachers and teaching in the learning process.

new Leading through an understanding of culture and context



Recommended for:

All aspiring leaders, including teachers, coordinators, and heads of school.

This workshop explores the concept that leadership is context driven. You will deepen your understanding of how national and organizational cultures interact and impact on beliefs, values and behaviours in schools. In addition, you will discuss how to develop a positive organisational culture, which is proven to be closely aligned with high student achievement. The workshop will enable you to investigate leadership issues in different IB contexts. Through illustrative case studies, critical reading, collaborative problem solving, reflection journals, diagnostic testing, and research projects, you will be expected to reflect upon how these relate to your own experiences and develop responses and solutions that align with IB philosophy.

new Leading with a clear vision and strategy



Recommended for:

All aspiring leaders, including teachers, coordinators, and heads of school.

Research shows that a school with a strong vision and mission has a very much higher chance of having high student achievement as well. The objectives of this workshop are to introduce and clarify the value and strength of a good vision and mission, and to enable you to develop a strategic plan to create, implement, review and make sustainable, an excellent vision and mission for your school context. It is important that your vision and mission imbue the philosophy and values of the IB and provide the best structure for the full implementation of the IB programmes.

JOIN A NeW GeNeRATION OF LeADeRS

new Understanding leadership



Recommended for:

All aspiring leaders, including teachers, coordinators, and heads of school.

"Leadership is a social construct, positioned in time and place and influenced by personality." This workshop aims to expose, test, and critique the assumptions upon which each participant's own style, definition and understanding of leadership are based. Leadership theory and current research will form the basis for discussion with case studies and the participants' own experiences being used to explore leadership, cross-cultural investigations and the impact of culture on leadership styles and practices. There will be an emphasis on the complex, contextual and holistic nature of leadership, and participants will build deeper understandings of how to adapt their leadership style in different contexts. The workshop will include an introduction to the capabilities and intelligences, core themes and leadership processes that are considered to be most supportive of effective leadership in a range of IB contexts.

In line with IB philosophy, participants will be encouraged to develop an investigative mindset, become more inquiry-based and reflective practitioners while modeling life-long learning. Action research will be introduced, helping candidates identify major issues that leaders may face, while planning possible responses that reflect an awareness of local context. Participants will develop and articulate a deeper understanding of their own philosophy, and draft a personal philosophy statement that can then be evaluated as to relevance and effectiveness with reference to daily practice in IB World Schools, through using a reflective journal or blog.

Visit ibo.org/en/workshops and search by title.

Develop 7 capabilities every leader needs

Globally and locally engaged, IB leaders are adaptive and able to inspire others to create a better world. Receive high-quality IB support as you become a leader grounded in professional inquiry. Strengthen your leadership capabilities in these essential areas:

STRATEGY



ENTERPRISE



CULTURE



RELATIONSHIPS



LEARNING



INSIGHT



REFLECTION



Cultivating learning-focused IB World Schools

Recommended for:

The workshop is designed for principals, administrators and superintendents of IB World Schools; new administrators in IB World Schools; IB coordinators and aspiring leaders in IB World Schools; teachers, managers and administrators from non-IB schools who wish to develop understandings of leadership in an IB context.

In this workshop you will apply a number of leadership capabilities to build learning-focused IB World Schools. You will do this through engaging in snapshots of practice in a range of contexts and applying these to your own. You will explore the challenges of leading IB World Schools and preparing students to live in the 21st century. In addition, you will refine your capacity to play the leading role in guiding a school through IB authorization and beyond; develop appreciation for the IB mission statement, philosophy and pedagogy; and determine what success can and does mean for your school and its stakeholders.

Developing and sustaining powerful policies

Recommended for:

Principals, administrators and heads of school.

This workshop is part of a vision that all IB World Schools are expected to create and publish academic honesty, assessment, inclusion, and language policies that meet the requirements of all authorized IB schools. The new *Programme standards and practices* (January 2014) document underlines the need for effective policies and practices in schools. This workshop explores the issues required to implement the policy guidelines within a linguistically and culturally diverse region. Participants will be empowered to develop school policies in one, two, three or four IB programmes and understand their roles within policy development and implementation.

Education for international-mindedness



Recommended for:

IB coordinators and teachers, heads of school, continuing professional development leaders, school and district personnel responsible for internationalizing the curriculum in any IB programme, and educators beyond the IB community who are interested in developing a deeper understanding and practice of global education.

This workshop will explore international education that goes beyond food, flags, films and festivals. The IB learner profile describes the goal of creating internationally minded people, but what does that mean? How can schools develop an internationally minded educational philosophy that addresses IB standards and practices? How can educators help students inquire, act and reflect in meaningful and relevant ways in an increasingly interconnected world? Participants will build understandings together and share good practice to promote intercultural understanding, the importance of multilingualism and global engagement.

flipping classrooms



Recommended for:

PYP, MYP and DP administrators, coordinators and teachers

A growing number of teachers are flipping their instruction by having students develop content understandings at home and then build on the content knowledge through creative inquiry in the classroom. However, many teachers don't realize that there is more to the flipped model than posting lectures to YouTube, and as a result, the hurdles they encounter while attempting to produce online video content or restructure activities in their classrooms often result in frustration. In this workshop, participants will be guided in the process of planning and delivering a successful flipped classroom model from start to finish. Teachers who have successfully implemented the flipped model will discuss the successes and challenges that they encountered and share insightful tips. The structure of this workshop covers background information about the flipped model, tips for organizing content and producing a flip video, instructions on how to produce and distribute videos, and strategies for making the most of time in the classroom. Participants will explore the wide range of resources that are available for producing and distributing flipped videos as they plan and introduce a flipped programme in their classrooms.

new

Get connected! Engaging in authentic global learning experiences



Recommended for:

Teachers, coordinators and school leaders in all four programmes.

Through digital technologies, teachers and students alike are able to connect to the global community, extend learning outside the school and open the windows to the world. This workshop examines the value of becoming a 'connected learner' and supports educators in establishing online professional learning networks. The workshop invites participants to explore ways of initiating and developing exciting, global collaborations to enhance their own and their students' learning, promote intercultural understanding and help develop international-mindedness.

Governance: Introduction to the IB for school owners and board members



Recommended for:

Boards of governors and owners of schools, with heads of schools.

This workshop introduces the philosophy of the IB to owners and members of governing boards. It focuses on standards A (philosophy) and B (leadership and resources) to assist these groups in understanding their responsibility and contribution to the successful implementation of IB programmes. Participants will have an overview of the processes of authorization and evaluation and an opportunity to look at their school through the eyes of an IB visitor.

Inquiry and the librarian across the programmes



Recommended for:

All experienced IB librarians, programme coordinators, members of school leadership team and those who have recently completed a category 1 workshop.

This participatory workshop for all IB librarians will examine common IB programme standards and practices. The workshop will offer a forum for dialogue between librarians across

programmes to ensure continuity of teaching and learning for the students as they progress through the PYP, MYP, DP and CP. In addition, all librarians will be well informed about the general subject of the workshop, which is "inquiry." Participants will have an opportunity to contribute to library guidelines to be shared via the online curriculum centre (OCC). It is recommended that each librarian attending the workshop be accompanied by either their programme coordinator and/or by a member of the school leadership team, so that these school educators will be able to better understand the pedagogical and collaborative role of the librarian.

Inquiry into the learner profile



Recommended for:

Experienced teachers and administrators who wish to examine and strengthen teaching and learning outcomes through the development of the learner profile.

This workshop will explore the role of the learner profile in an IB World School. The nature of the learner profile within the context of an international curriculum model will be critically examined, focusing on the link between the learner profile and the concept of international-mindedness. This examination will lead to the development of concrete strategies that teachers and administrators can use to promote the learner profile.

Participants will:

- assess their own perceptions of the learner profile attributes
- examine current practices in their own schools related to the development of these attributes
- form a personal action plan to apply their lessons learned within their own school contexts
- reflect on the nature of a continuum of international education
- be challenged to articulate the role of the learner profile in supporting this continuum within an IB World School."



Language and learning: PD to improve student language and learning outcomes



Recommended for:

Additional language/language of instruction teachers, school administrators, coordinators and those subject, mainstream and content teachers interested in addressing language needs of their students.

This workshop will assist educators in their efforts to improve their teaching practices to meet the needs of a diverse population of learners. Participants will deepen their understanding of language and learning, learn useful strategies and resources to support multilingual and multi-proficient students in their learning, and change their teaching behaviours to improve student outcomes in language and learning. Participants will learn how to offer activities, resources and practices that value the diversity of languages, cultures and perspectives of learners as well as build up students' background knowledge. They will analyse scaffolding strategies and resources to support language and content learning, and learn how to assess and anticipate the language difficulty of a task. By learning how to help students to extend their language so that they can comprehend increasingly more complex materials (spoken and written language), participants will understand how to create a classroom environment that is responsive to all students' language needs.

Lead the way: how to develop and sustain IB programmes



Recommended for:

School leaders, administrators and heads of school.

The goal of this workshop is to guide school leaders towards a deeper understanding of the IB mission and vision and how they apply to the philosophy, organization and curriculum in IB World Schools. Participants will explore, discuss and plan for many aspects of pedagogical leadership roles, from communicating the vision to managing the budget and establishing a plan for the supervision of instruction. School leaders will explore the philosophical underpinnings of the IB to arrive at sound decisions relevant to their own programme(s) to focus on sustainability of programmes.

Music and inquiry



Recommended for:

PYP and MYP music teachers.

Is it possible to teach music through inquiry? If students' explore instruments and have only free composition tasks, how will they be ready to perform? If I let them only inquire, am I doing my job as a music teacher? What is my role as a music teacher? What do I value as a music teacher? These are some of the questions that music teachers may face during their first encounter with the inquiry framework. This workshop aims to provide a hands-on approach to active music-making using an inquiry framework through general, vocal and instrumental music. Music teachers will think, inquire, make connections and build understandings about teaching through inquiry in their own language music. During this workshop, teachers will experience and share a range of inquiry and constructivist instructional strategies. Participants will be able to develop and revise individual or collaborative music units of inquiry and individual lessons. In addition, participants will deepen their understanding of the PYP/MYP unit planner, the essential elements of each programme, interdisciplinary planning, and concept-based teaching and learning.

Other people with their differences...



Recommended for:

MYP and DP teachers.

What part do gender roles, power and relationships play in the lives of our students, in our relationships with them and among ourselves as educators? Through innovative teaching strategies, including the use of film, we will inquire into empowering our students with an awareness of these issues. Participants will create an MYP or DP unit of work, or an action plan that takes on these issues and promotes democratic values in our schools. If you are looking for ways to take the IB learner profile to a deeper level, or to invigorate classroom practices, this workshop will provide you with meaningful and practical ideas and resources.

Sustainability as international-mindedness



Recommended for:

Classroom teachers and coordinators.

We are now more than halfway through the decade of education for sustainable development. What has your school contributed? Sustainability is more than reduce, reuse and recycle. It is international-mindedness when it considers the environment in context of personal, natural, sociocultural, urban and technological sustainability. Participants will explore ways that sustainable thinking can be developed throughout the programme. The workshop also looks at school and student leadership, the role of critical thinking and inquiry and the motivational factors that influence action and global engagement.

Reflection in IB programmes

new



Recommended for:

All.

The reflective skills, habits and dispositions of inquiry-driven learning form the basis of successful teaching and learning. In this continuum workshop, you will explore how reflection deepens and extends learning for learners of all ages in a broad range of environments. Achieving the IB mission requires that each teacher and learner nurture and sustain a reflective habit of mind. The aim is to develop independence in inquiry, sustain excellence on extended projects and help learners prepare for high-stakes assessments. A reflective mindset is a growth mindset and is also critical to the design of learning for others. You will investigate the theory behind the importance of reflection, understand the IB requirements for reflection in learning design and take away practical day-to-day strategies for incorporating reflection that works into lessons -- including the role of evidence in effective self-assessment and the construction of simple digital portfolios.

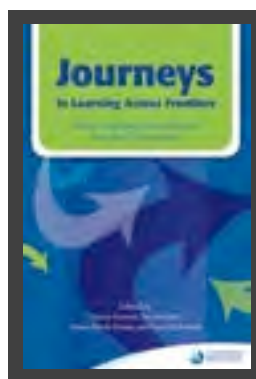
Your district, your IB



Recommended for:

School leaders (school district officials, directors, principals, heads, administrators, coordinators) who are seeking strategies to further implement IB programmes and strengthen the continuum in a district or consortium setting.

The goal of this workshop is to guide school leaders towards a deeper understanding of the IB mission and vision and how that applies to the philosophy, organization and curriculum in schools. Leadership is an essential component to the success of implementing IB programmes in one school and across many schools. This workshop will explore, discuss and plan for many aspects of that leadership role, from communicating the vision to managing the budget and establishing a plan for monitoring instruction. Not only will participants have an opportunity to better understand the philosophical underpinnings of the IB, they will also have time to collaborate with colleagues and discuss ways to put them into practice in their school setting.



Create your own journeys

You can buy print copies of each of these books or simply choose one or more of the e-chapters that interest you.

journeys in Learning Across frontiers: Stories, strategies and inspiration from the IB community.

Real stories of IB learning experiences that have forged connections across boundaries.



journeys in Implementation: Proven Strategies from IB World Schools.

An assortment of IB World Schools share their journeys in implementing the IB programmes, documenting their strategies for dealing with challenges.



TRANSFORMING SCHOOL CULTURE SeRIeS

Developing service learning and social entrepreneurship



Recommended for:

PYP, MYP and DP administrators, coordinators and teachers.

This workshop explores the core elements of service learning, reviews understandings of "action" and its interpretation within each of the IB programmes and examines social entrepreneurship in the school context. You will be challenged to design service learning experiences for students that develop skills, unpack critical issues, and that are inquiry-based, sustainable and inclusive, focusing on responsible and transformative action. Using different models, you will evaluate alternative ways for your school to approach and manage projects that deal with critical social, economic and environmental issues.

MYP/DP partnerships



Recommended for:

School leadership teams with both MYP and DP coordinators and heads of school that are in any stage of the candidacy and/or authorization process.

This workshop is designed to guide school leaders through the process of aligning the MYP and the DP to strengthen the IB standards and practices in both programmes. School teams will create an action plan to address school-specific needs. Participants will reflect on the advantages and challenges of implementing both the MYP and DP within one school and between two schools, explore common elements such as the learner profile, international-mindedness and approaches to learning, and explore connections between complementary elements, including MYP and DP assessment, the DP core and the personal project, and MYP action requirements and concept-based teaching.

The workshop will create a space for participants to engage in vital discussions on the impact of MYP: Next chapter, vertical alignment of policies and procedures, the role of IB coordinators and the development of IB leadership teams.

The power of language to transform school culture: Developing a school language policy



Recommended for:

School leaders responsible for developing a school language policy in line with IB guidelines. Ideally, this should include several stakeholders from the school or a participant with the knowledge

and ability to cascade information successfully to school stakeholders, including the principal; members of the leadership team; IB coordinators; heads of English, foreign languages, English as an additional language (EAL), English for speakers of other languages (ESOL), and English as a second language (ESL) and so on; or subject teachers with a long-term interest in developing an understanding of language and learning.

This workshop is part of a vision that all IB World Schools can create and publish a living language policy that forms the core of all thought and practical direction in the school. The new *Programme standards and practices* (January 2014) document underlines the need for effective language policy and practices in schools. This workshop explores the issues required to implement the language policy guidelines within a linguistically and culturally diverse region. It is part of the IB's ongoing effort to revive the discussion on the place of language in schools. Participants will be empowered to develop a school language policy in one, two or three IB programmes; understand multilingualism and the role of language in international schools; explore in depth the process of implementing a school language policy including language profiles and portfolios; and explore the concept of "threshold literacy" for all students.

The role and development of intercultural understanding



Recommended for:

Teachers, counsellors and administrators in IB World Schools who wish to increase their understanding of intercultural understanding and how to develop it within their classrooms and schools.

This workshop is designed to increase participants' knowledge of intercultural understanding and explore ways in which intercultural understanding can be meaningfully engaged within school settings. Workshop participants will examine how culture impacts students, learning and schools, develop their awareness of what intercultural understanding entails, explore how intercultural understanding and communication can create a positive school culture and analyse how the ideas of intercultural understanding are encapsulated within the IB mission statement and learner profile.

Participants will come away with concrete activities and strategies that they can use to promote intercultural understanding in their own classrooms and schools.

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IB CONTINUUM CONTINUUM DE L'IB CONTINUO DEL IB



IB journal of Teaching Practice

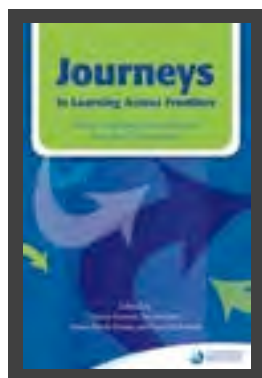
The *IB Journal of Teaching Practice* will be of interest to practitioners in IB World Schools and beyond. This journal recognizes that teacher research is one of the most powerful forms of professional development that can have a positive impact on student learning. Different subscription options available.



Inside IB Classrooms

Inside IB Classrooms is a new online library of video clips and related materials that show IB teachers in action.

It includes videos and resources that are relevant for the PYP, MYP and DP. Three different subscription options are available depending on the level of access required: full school access, individual access or access to individual videos, priced accordingly.



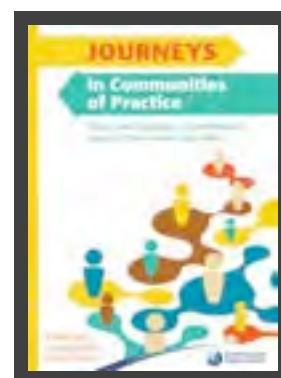
Create your own journeys

You can buy print copies of each of these books or simply choose one or more of three chapters that interest you.

- *Journeys in Learning Across Frontiers: Stories, strategies and inspiration from the IB community.* Real stories of IB learning experiences that have forged connections across boundaries.

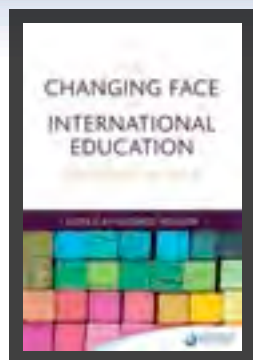


- *Journeys in Implementation: Proven Strategies from IB World Schools.* An assortment of IB World Schools share their journeys in implementing the IB programmes, documenting their strategies for dealing with challenges.



journeys in Communities of Practice

What does professional inquiry look like? What approaches, theories, and resources are helpful in the process? This book collects perspectives on these crucial questions from educators around the world.



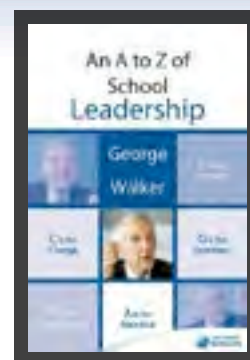
The Changing face of International Education: Challenges for the IB

explore current and emerging trends in the principles and practice of international education, find out how they relate to innovative developments within the IB and discover how international education can respond to 21st century challenges in exciting ways.



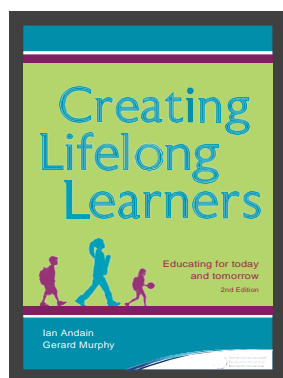
Educating for Global Citizenship

This eloquent and engaging book presents the development and current status of global education in an easy to read style appropriate for practising teachers.



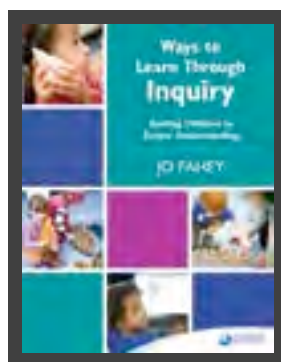
A to Z of School Leadership

A prominent figure in international education and a former director general of the International Baccalaureate, Professor George Walker shares his understanding of many aspects of school management in an engaging, penetrating and accessible book.



Creating Lifelong Learners (2nd edition)

Active, lifelong learning has always been important to the IB, but what we know about learning has changed incredibly in recent years. *Creating Lifelong Learners* (2nd edition) makes a case for embracing new educational considerations and brings educators up to speed on the latest research and global developments that affect learning. Features new case studies drawn from a variety of regions and IB programmes. It also connects IB principles and practices to the latest developments in education.



Ways to Learn Through Inquiry: Guiding Children to Deeper Understanding

Lively, accessible and insightful, this book demonstrates how inquiry can look and sound in the early years, helping educators recognize and guide their children's inquiries and empower them to deepen their understanding.

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A.4 School Calendar and Daily Schedule

The schools academic day is defined as 8:15am to 4:00pm, including morning assembly, lunch, recess and specialty class. As part of our effort in building community and enhancing a brotherhood culture, we plan to incorporate a daily school assembly (8:15-8:30am). The assembly will emphasize one of the IB learning profiles, in addition to highlighting character, academic achievement and performance expectations.

The core academic day operates from 8:30am to 3:45pm; this time frame is inclusive of the school day for ADA purposes. Research demonstrates that students from lower socio-economic experiences benefit from extended learning time. Given Monarch's commitment to serving an ethnically and socio-economically diverse student population, an extended school year supports closing the achievement gap for our students. Additionally, the Greater Kansas City YMCA, the proposed onsite extended-day program will provide educational, interpersonal and nutritional services to students from 7:00am to 8:15am and from 3:45pm to 6:00pm.

The daily schedule provides the latitude for teachers to infuse trans-disciplinary subjects and projects, in addition to collaboration opportunities for students.

Below is the typical "day in the life" of a student who attends Monarch:

8:00 Announcements, lunch count, attendance, write the day's homework in planners

8:10-8:30 Independent reading. (If the library is available, send a few students at a time to check out books.)

8:30-9:00 Spelling and phonics

9:00-9:30 Specials Classes: Physical Education, Music, Library or Art

9:30-10:15 Language Arts (Writing essays, revision, or planning our next writing project)

10:15-10:30 Recess

10:30-11:15 Math (review yesterday's lesson, learn today's lesson, practice with seatwork)

11:15-12:00 Reading (Use this week's story to teach comprehension, fluency, vocabulary, study skills—you name it!)

12:00-12:35 Lunch and lunch recess (Teachers and students don't get much time to eat or go to the bathroom!)

12:35-1:35 Reading groups (Teacher meets with small groups. The rest of the class reads quietly, does seatwork, or works at literacy centers.)

1:35-2:00 Flexible time (Reading vocabulary, grammar and math lessons. Some teachers might read aloud to the class or let students do teambuilding or character building activities.)

2:00-2:40 Social Studies or Science

2:40-3:00 End-of-day administration, prepare for tomorrow, pack up and clean up, dismissal

Kindergarten Daily Schedule

FULL DAY		
Time	Minutes	Subject
8:15-8:30	15	Morning Meeting
8:30-10:30	120	Literacy Block
10:30-11:25	55	Specials: Rotate through Art, Music, P.E., Spanish, Mandarin
11:30-11:55	--	Lunch
11:55-12:25	--	Recess
12:25-1:00	35	Literacy Block
1:00-3:00	120	Math Block
3:00-3:45	45	Science/S.S.
3:45-4:00	15	Afternoon Meeting
4:00	--	Dismissal
	405	Instructional Minutes

LATE START		
Time	Minutes	Subject
9:45-9:55	10	Morning Meeting
9:55-10:45	50	Literacy Block
10:45-11:25	40	Specials: Rotate through Art, Music, P.E., Spanish, Mandarin
11:30-11:55	--	Lunch
11:55-12:25	--	Recess
12:25-1:30	65	Literacy Block
1:30-3:10	100	Math Block
3:10-3:45	35	Science/S.S.
3:45-4:00	15	Afternoon Meeting
4:00	--	Dismissal
	315	Instructional Minutes

First Grade Daily Schedule

FULL DAY		
Time	Minutes	Subject
8:15-8:30	15	Morning Meeting
8:30-9:30	60	Literacy Block
9:30-10:25	55	Specials: Rotate through Art, Music, P.E., Spanish, Mandarin
10:30-12:00	90	Literacy Block
12:00-12:25	--	Lunch
12:25-12:55	--	Recess

12:25-3:00	125	Math Block
3:00-3:45	45	Science/S.S.
3:45-4:00	15	Afternoon Meeting
4:00	--	Dismissal
	405	Instructional Minutes

LATE START		
Time	Minutes	Subject
9:45-10:00	15	Morning Meeting
10:00-10:40	40	Specials: Rotate through Art, Music, P.E., Spanish, Mandarin
10:45-12:00	75	Literacy Block
12:00-12:25	--	Lunch
12:25-12:50	--	Recess
12:50-1:25	35	Literacy Block
1:25-3:15	110	Math Block
3:15-3:50	35	Science/S.S.
3:50-4:00	10	Afternoon Meeting
4:00	--	Dismissal
	315	Instructional Minutes

Second Grade Daily Schedule

FULL DAY		
Time	Minutes	Subject
8:15-8:30	15	Morning Meeting
8:30-11:00	150	Literacy Block
11:00-11:25	--	Lunch
11:25-11:55	--	Recess
11:55-12:20	25	Literacy Block
12:20-1:30	65	Math Block
1:30-2:25	55	Specials: Rotate through Art, Music, P.E., Spanish, Mandarin
2:25-3:00	35	Math Block
3:00-3:50	50	Science/S.S.
3:50-4:00	10	Afternoon Meeting
4:00	--	Dismissal
	405	Instructional Minutes

LATE START		
Time	Minutes	Subject
9:45-9:55	10	Morning Meeting
9:55-11:00	65	Literacy Block
11:00-11:25	--	Lunch

11:25-11:55	--	Recess
11:55-12:40	45	Literacy Block
12:40-1:25	45	Math Block
1:30-2:10	40	Specials: Rotate through Art, Music, P.E., Spanish, Mandarin
2:10-3:00	50	Math Block
3:00-3:50	50	Science/S.S.
3:50-4:00	10	Afternoon Meeting
4:00	--	Dismissal
	315	Instructional Minutes

Instructional Hours Full and Late Start

Type	Minutes	Days	Total Hours
Full Day	405	142	958 $\frac{1}{2}$
Late Start	315	33	173 $\frac{1}{4}$
	TOTALS:	175	1,131 $\frac{3}{4}$

See Appendix A.4: 2018-19 School Calendar for the full school attendance calendar.

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27	28	29	30	31		

August

7th-11th Professional Development
14th Family Orientation
15th No School
16th First Day of School
22nd Late Start
29th Late Start

September

4th Labor Day-No School
5th Late Start
12th Late Start
19th Late Start
20th mid 1st Quarter (25 days)
26th Late Start

October

3rd Late Start
10th Late Start
17th Late Start
24th Late Start
25th 1st Quarter Ends (50 days)
26th Parent Teacher Conferences-No School
27th No School Professional Development

November

December

January

7th Late Start
14th Late Start
21st mid 2nd Quarter (67 days)
21st Late Start
22nd-24th Thanksgiving Break
28th Late Start

5th Late Start
12th Late Start
19th Late Start
22nd 2nd Quarter Ends (87 days)
23rd-January 9th Winter Break

8th No School-Teacher Work Day
9th No School-Professional Development
15th MLK-No School
16th Late Start
23rd Late Start
30th Late Start

February

6th Late Start
9th mid 3rd Quarter (109 days)
10th-11th Faculty PD Retreat
13th Late Start
16th Parent Teacher Conferences
19th President's Day-No School
20th Late Start
27th Late Start

March

6th Late Start
13th Late Start
16th 3rd Quarter Ends (132 days)
17th-25th Spring Break
27th Late Start

April

3rd Late Start
10th Late Start
17th Late Start
24th Late Start
25th mid-4th Quarter (155 days)

May

1st Late Start
8th Late Start
15th Late Start
22nd Late Start
28th Memorial Day-No School
31st Last Day of School (if all 6 snow days are used/School Board will approve last day in Spring of 2019)

If no snow days are used, May 22nd would be last day of school

****School Day Runs 8:15-4:00**

****Late Start Days, School Begins at 9:15**

A.5 Target Population

The **Hickman Mills School District (HMSD)** is defined by the five zip code areas in Kansas City Missouri Metropolitan Area with the greatest need for performing schools as determined by comparing current school enrollment, the school-age population, and school performance across the district.

Some of the factors for consideration in securing a facility in the highest need area is a highly diverse neighborhood, an under developed neighborhood upon which the school can transform a blighted area into a center for community exchange, and an area which offers students an alternative to being transported miles away from their homes, thus a traditional neighborhood school. Monarch differentiates from others in that the school is gender specific and will serve as the only elementary school in Hickman Mills that offers the IB curriculum. Additionally, IB curriculum infuses the understanding of diverse culture and nationalities throughout instruction. It is our intent to practice intentionality and embrace all ethnicities, races and socioeconomic situations as they relate to engaging community members.

School Demographics

According to the 2010 U.S. Census, the HMSD highest need area/ has a large school-aged population. There are over 3,000 children under five residing in the census tracts (as defined in section B.5 Student Recruitment and Enrollment). This is a sufficient pool of potential students entering kindergarten to support enrollment projections; especially given current plans to serve only kindergarten and first grade students in the first year of operation.

Table one captures the school age population of the HMSD zip codes in the Kansas City Metropolitan area. The goal of Monarch is open one elementary school in the year 2018 with the long-term plan of a full-scale K-12 school servicing families in in these zip codes within the HMSD boundaries. Monarch will reach full enrollment from the diverse district highest need area, while still ensuring students residing within HMSD are eligible to enroll.

TABLE 1: HMSD AREA POPULATION BY SCHOOL AGE¹			
School Aged Data Source:	Total Population 2013	Age Under 5	Age 0-19
64132	13,621	1,185	3,284
64138	25,090	695	2,453
64137	15,419	1,586	4,342
64128	12,339	906	3,422
64134	22,292	688	2,665
Zip Code (Total)	88,761	3,508	12,317
Targeted Number		1,704	6,158

Residents in these zip codes fall below or above state averages in nearly all demographics placing them at risk The poverty rates, median household income, foreign-born population, median house value and median age are significantly below state averages. Unemployment, African American population, renting percentage, unemployment percentage and length of stay since moving in are

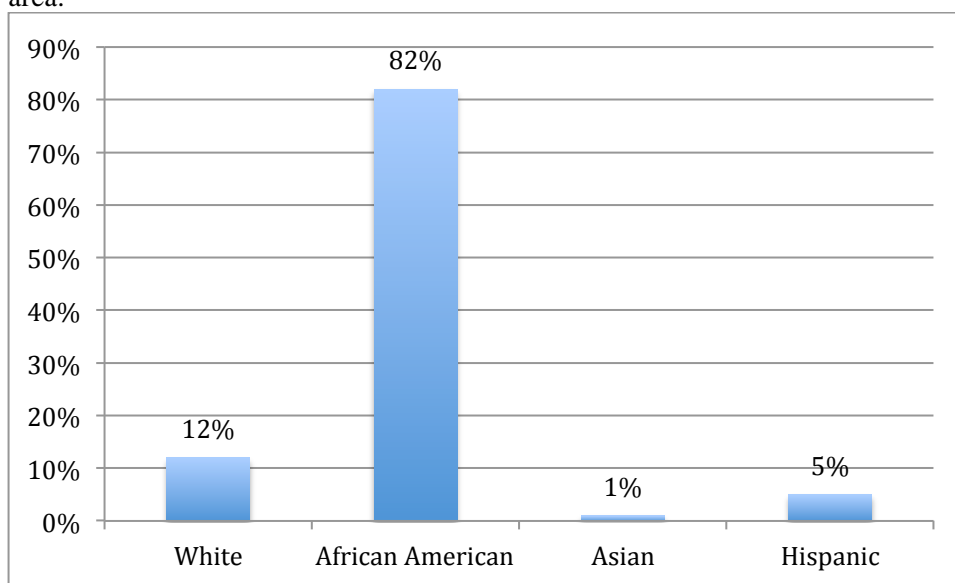
¹ www.factfinder.census.gov

significantly above state averages.²

On average 52 percent of families with children less than 18 years are below the poverty level and 60.8 percent of children less than five years are below the poverty level in the target area. Females head Fifty-four percent of households with no male present and of those, 61 percent have children under the age of 18.³

An average of 84 percent of children in elementary schools in the HMSD are eligible for free and reduced lunch. Average scores on the Missouri Assessment Program (MAP) for 4th graders show that these students are at risk of failing academically. 50.25 percent are below basic in English Language Arts and 53 percent are below basic in Mathematics.

The following chart presents the average racial breakdown of the five zip codes for the target area.



Monarch will seek to serve students with “high-risk” factors as defined by R.S.Mo 160.405.2(4). The statutorily defined risk factors identified as priorities in the Monarch School’s target population include students who are, “. . . at least not considered on target academically. . . limited English proficiency . . . eligible for free or reduced-price school lunch.” Based on enrollment data of charter and district public schools in Hickman Mills, Currently, an average of 7Monarch anticipates a free-and-reduced lunch count of sixty to eighty-five percent of overall enrollment and an ELL count of approximately ten percent. Based on the charter school statutes, Monarch School cannot selectively admit students based on academic aptitude, race, ethnicity, income level, special education needs, prior school record, or almost any other personal characteristic. The school will be required to take students on a first-come-first-served basis until its enrollment threshold is met. In the event there are more applications than seats, the school will use a lottery process to give every applicant an equal chance for admission. In order to ensure the school continues to serve its target population over time and in accordance with R.S.Mo 160.410.2(1), the Monarch School will provide a geographical enrollment preference to students

² www.city-data.com/zips

³ www.factfinder.census.gov

living in five zip codes where statutorily defined “high-risk” factors are prevalent –.64132, 64138, 64137, 64128,64134.

Student Recruitment

The chart below demonstrates the projected enrollment growth at Monarch for the term of our proposed five-year charter.

Grade Level	2018	2019	2020	2021	2022
K	80	80	80	80	80
1	80	80	80	80	80
2		80	80	80	80
3			80	80	80
4				80	80
5					80
Total	160	240	320	400	480

Considering the student mobility rates and the educational disparities of most children who reside within the HMSD boundaries, Monarch will utilize four concerted methods to attenuate student attrition: (1) small class sizes, (2) close relationships with families, (3) differentiated instruction and, (4) regular monitoring of student progress and attrition on a regular basis. When attrition occurs, individualized investigations will transpire, in addition to exit interviews. This approach will allow faculty to analyze the reasons for attrition and make adjustments when feasible. Adopting a formalized policy that allows filling any open seats during the school year from the student waiting list is an additional measure. Ideally, using the data derived from students who transfer, in addition to the community culture established, Monarch will be able to identify potential challenges prior to family/students changing schools.

The demographics of HMSD highest need area, is an ideal community for an IB Program in that it naturally offers an environment that is in close proximity to ethnically and socioeconomically diverse communities, a fundamental element of the IB framework. The richness of this diversity will be integrated into daily instructions.–[Kansas City 30 in Appendix D] will serve LEP populations ranging from 1% to 24% of total enrollment (use the same source)¹². Monarch anticipates serving an 18% LEP student population.

The school plans to locate its permanent facilities within the enrollment preference area, though it may need to utilize a temporary facility outside the area during its initial operational period. The school will focus its marketing and recruiting efforts in those areas of the city where the likelihood of students exhibiting at least one of the “high-risk” factors identified in state statute is greatest (R.S.,Mo 160.405.2).

Community Support

Monarch Collegiate Preparatory Academy has and is securing an extensive base of supporters who are deeply engaged in the metropolitan community and vested in the success of an all-male charter school. Although the list below encompasses some of our partners, supporters and stakeholders, it is not an exhaustive list.

City of Kansas City
 Congressman Emmanuel Cleaver
 Senator Claire McCaskill

Downtown Council

ReStart

Neighborhood Advisory Council

City of Kansas City, Mayor Pro Tem/Councilman-District 1, Scott Wagner

A.6 Special Student Population

Based on charter school enrollment data, Monarch Collegiate estimates that 10% of the student population will be classified as Special Education (SPED). The Head of School will have the autonomy to make changes in relation to the SPED services and resources and modify services as needed. Monarch will adhere to all local, state and national policies regarding Special Education and identification and accommodations according to the Individual with Disabilities Education Act (IDEA) Part B, Americans with Disabilities Act Title II, Rehabilitation Act Section 504, and applicable Missouri statutes primarily located under Section 7 of Chapter 162. As it relates to compliance associated with Federal law, Monarch will annually submit to DESE a local compliance plan that indicates how a free and appropriate public education will be provided to children with disabilities. The school will comply with the local compliance plan, the state plan, and state and federal laws and federal regulations including; 1) Child Search/Find efforts such as the establishment of a Community Team process to exhaust all general education alternatives; 2) providing evaluative testing procedures for the identification of children with disabilities; and 3) annual in--service for faculty regarding identification of learning disabilities in their students.

Monarch will use the state Standards and Indicators Manual for guidance in establishing and implementing its special education plan, in addition to using highly qualified educators to teach special education services. The Monarch School budget includes funding for a Special Education Coordinator. The Coordinator will manage all aspects of SPED inclusive of instruction, identification, assessments, Individual Education Plan (IEP) creation, monitoring, aligned professional development, and code/legal compliance. During the initial years, the SPED Coordinator will provide direct instruction to the student population, however as the SPED population increases, the Head of School may employ additional personnel based on state regulations and ratios.

Monarch recognizes and has included adequate dollars in the budget for contracted SPED services until more specific needs are identified in the enrolled population (i.e. occupational therapy, speech pathology, psychiatric services, assessment, etc.). Contracted services will be under the management of the SPED Coordinator. The SPED Coordinator, in conjunction with the Head of School, will work in concert to ensure any facility occupied by the Monarch School is ADA compliant within 90 days of occupancy. Several teacher aides are also included in the budget, and these positions can be trained or modified to focus more specifically on the school's SPED population as needed. The SPED Coordinator will oversee professional development opportunities for all teaching staff regarding ways to serve the range of needs of students with disabilities.

A school counselor with a background in social work will work in partnership with the SPED coordinator regarding the following activities: Identification, Accommodation, and Assessments.

The Head of School will work with the SPED Coordinator to develop appropriate systems and protocols regarding the identification and assessment of SPED students. This may include the Response to Intervention (RTI) model, which "integrates a multi-tier approach to early identification and support of students with learning and behavior challenges to maximize student achievement and to reduce behavior problems. RTI allows all students to be held to high standards, while providing a series of assessments and checkpoints to ensure they are supported in working toward those standards. The role of staff focused on serving special needs students is to find ways in which the Monarch School can help students reach their highest possible level of achievement.

All educators and instructional team members will be required to attend professional development sessions in relation to identifying and referring students for special education evaluation. Throughout the school year the SEC will be instrumental in providing specific PD as needed. Additionally, the SEC directs the IEP process for all students and maintains clear communication channels with families regarding the IEP process. These services may include professional development for general education teachers, direct services to students in need, coordination of IEP placements, student evaluation and observations and data collection for State reporting. Monarch Special Education Teachers and related service providers (speech pathologists, OT, PT, etc.) work with classroom instructors to best integrate each student's needs according to the parameters of their IEP with small group or individualized instruction. Monarch intends to comply with the provisions of Missouri Revised Statutes 160.415 to implement special education services and make facilities available in a manner consistent with the district's need to provide services to all special education students.

The Community Team (shall comprise of teachers, social worker, Head of School, Title I coordinator, and other parties) that are instrumental in the development of the student. The Community Team in addition to the SEC will meet regularly to design and implement support. Students who continue to have ongoing academic challenges are referred for special education evaluations. The Community Team protocol includes, but is not limited to the following steps:

1. Early identification of at-risk students through academic assessments, multiple measures and teacher judgment.
2. Early, consistent and effective parent communication concerning student's academic challenges.
3. Grade-level team meetings (Community Team) to strategize individualized interventions.
4. Consistent implementation of identified interventions.
5. Invitations to parents to meet with teachers, principal and resource support staff to review effectiveness of interventions, discuss academic achievement deficiencies and discuss further support strategies.
6. Continual monitoring of progress of interventions and monitoring of academic progress, if student continues to function substantially below grade level then:
7. Refer student for formal testing (Review of Existing Data (RED) and with parent permission, develop an assessment plan.
8. Meet with parent to review assessment results and develop an IEP if needed.
9. Consistently provide services identified in IEP.

Teachers identify students who achieve substantially below grade level using multiple assessments and standardized testing in English and the immersion language. These at-risk students are referred to the Community Team process. Monarch will administer tri-annual standardized assessments in English using the Measure of Academic Progress (NWEA-MAP) diagnostic tests to help teachers identify specific skill deficiencies and outline intervention strategies for individual students. Monarch will also administer standardized assessments in L2 literacy skills such as the Standards Measured by Performance (STAMP) in grades 3-9. At-risk students also benefit from small class sizes and low teacher-to-student ratios individualized instructional plans, tutoring and skills instruction programs, extended-day homework support, remedial tutoring services and after school enrichment programs.

504 Compliance

Under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, all students are entitled to equal access and an equal opportunity to participate in public school services, programs, and activities. Section 504 requires that schools document the modifications and allowances that enable students with disabilities to participate fully in regular and co-curricular activities that the school offers. The Special Education Coordinator(SEC) oversees the writing and implementation of 504 plans for all eligible students. The SEC convenes 504 team meetings that include parents, lead teachers, social workers, and relevant specialist teachers to draft 504 plans and track the success of their implementation annually.

Homeless Students

Under Subtitle B of Act VII of the McKinney--Vento Homeless Assistance Act, homeless children and youths should have access to the education and other services that such children and youths need to ensure that such children and youths have an opportunity to meet the same challenging State student academic achievement standards to which all students are held. Monarch plans to develop a one-page guide to disseminate to homeless student families, stakeholders and staff personnel. Professional development in relation to best practices will be part of the organizational culture as a method to reduce stigmatization and improve programming efficacy. Additionally, key staff personnel will be required to attend conferences including the National Association for the Education of Homeless Children and Youth (NAEH CY), the MO Federal Programs conference, and other trainings, impart the latest best practices and innovative strategies for service delivery. The Special Education Coordinator will serve as the homeless liaison to assure that homeless students receive the same access and opportunities as their peers. This includes arranging individual home--school--home transportation needs, additional uniform stipends, and agency support for the family. The SPED representative will work with Synergy Services, ReStart and other agencies that serve homeless youth to ensure wrap around services are readily available as well.

English Language Learners

Monarch will assesses and provides English language instructional services for students identified as English Language Learners (ELL). This assessment will occur within the first 30 days of attending school. Any student who has a home language influence other than, or in addition to, English is screened for English language proficiency in accordance with federal and state mandates. Students who meet the federal guidelines for English Language Learners will be assigned to small group English Language Learner instruction during the school day. If students qualify as English Language Learners on this test, they are tested annually using W--APT. As a student's English language acquisition progresses, they gradually end ELL services. ELL services are pull-out, both small group and individual, depending on student need and scheduling. Students receive 60--90 minutes of ELL instruction per week with a ELL Specialist teacher. In accordance with MSIP guidelines, Monarch plans to employ at least one full-time ELL Specialist teacher for direct instruction with ELL students.

Title I Services

Monarch anticipates that an estimated 100 percent of students will qualify for Title I resources based on current Hickman Mills School District data. In accordance with federal Programs mandates, Monarch intends to offer academic services through Title I funding. These services will be a direct correlation in response to the needs assessment that our school performs in accordance with NCLB requirements. The Title I services will be lead by the Title I Coordinator. In order to determine the best strategies the Title I coordinator will establish curriculum outcomes, instructional group schedules, staff training, and parent communication regarding Title I programming based on NWEA- and MAP data, communication arts data, and teacher observations to determine placements. Teacher Assistants will implement strategies to maximize integrated instruction during the students' day. Monarch may contract out afterschool Title I services to an education assessment provider for additional on-site instruction. Title I supports may also be delivered as push-in services in English Language Arts and Math courses and/or during afterschool programs.

Monarch will provide all necessary transportation to students for whom such a stipulation is stated in their IEP. Additionally, Monarch will provide transportation, as required by the McKinney-Vento Homeless Assistance Act, for all students who have been identified as homeless. Monarch intends to outsource transportation services to a transportation vendor that meet's DESE's reporting and safety requirements for all students. The Chief Operations Officer will work closely with the transportation vendor to provide the most efficient transportation service possible.

A.7 School Specific Goals and Objectives

Based on Missouri Learning Standards and APR scores as defined by DESE, Monarch intends to earn accreditation during the course of this charter. Goals and Objectives will be measured by the benchmarks below. Teachers, administrators, as well as the Board of Directors, will work collaboratively to ensure goals are being met or exceeded to maximize the potential of each student. Monarch's goals align with the school's philosophy of education and vision, in addition to setting high academic expectations necessary to develop student's trajectory in achieving post-secondary aspirations.

A.7.1 Comprehensive Performance Measures This section is not applicable to this application.

A.7.2 Comparative Analyses of Student Achievement

Monarch is a unique model in that it offers IB at the elementary level, therefore the schools chosen offer comparable models, not necessarily based on demographics but similar instruction models. The analysis is based on MAP cohort growth in Communication Arts. SLLS is located in Saint Louis, Missouri and Academie Lafayette serves a population of 25% FRL students.

School	3rd	4th	5th	6th	7th
Saint Louis Language Immersion	24.2%	48.6%			
Academie Lafatyetete	52.8%	53.7%	67.9%	63.0%	70.2%

Appendix C- Goals/Objectives

Academic Achievement – Growth

By 2020, 75% of students in each enrolled grade with FRL status will average 1.2 years of academic growth in reading as measured by Model National Exam, a nationally norm-referenced growth-measured exam.

Academic Achievement – Growth

A minimum of 50% of students who have completed three years at Monarch will score Proficient or Advanced status on all assessed subjects on the states MAP test, or the equivalent on any successor assessment administered by the State

Academic Achievement – Growth

70% of students who have completed 3 years at Monarch will read at or above grade level and/or make more than one year of academic growth each year as measured by IB Benchmark Assessments

Academic Achievement – Growth

70% of students enrolled at the Charter School for a three consecutive year period will achieve Proficient or Advanced status on the state’s annual MAP Test assessment

Academic Achievement – Growth

Monarch will earn IB certification by 2020

Non-academic goal- Attendance

At least 90% of the students will attend at least 90% of the time

Non-academic goal – Parent Satisfaction

Based on parent surveys, Monarch will achieve at least an overall parent engagement rate of 60%

Non-academic goal - Governance

For each year of operations, 80% of the board members will attend 80% of the scheduled board meetings.

Non-academic goal - Governance

Each open board position will be filled by June 1 or within 60 days of a resignation, and each open position will be selected from no fewer than three nominations.

Non-academic goal - Finance

The Charter School will have a fund balance of at least 3% on June 1 of each year.

Non-academic goal - Operations

For each year of operation, 90% of the teaching positions will have signed contracts by April 1.

Non-academic goal - Operations

90% of the data, reporting and compliance submissions to the sponsor and to DESE will be on accurate and on time.

A.8 School Climate and Discipline

Introduction

Research demonstrates that high-quality schools embrace a culture, which provides a safe and orderly learning environment and a school climate, and culture deeply tied to academic success. Monarch intends to infuse all of these elements. High expectations will be woven throughout the fabric of Monarch as it relates to conduct and discipline. All stakeholders will be part of a common culture defined by a clear set of shared expectations and values. A system of recognizing positive behavior and intervening when students act inappropriately will be aligned to state standards and will serve as a key element in sustaining good conduct and reducing distractions.

The Monarch School will also seek to build a learning community that is distinguished by an understanding of the synergies as it relates appropriate behavior in the influence of behavior on both academic and personal achievement. The Head of School, in concert with the leadership team, will fully develop and guide the school's culture. Monarch reserves the right to modify aspects of its climate and discipline plans with school board approval and appropriate sponsor engagement and/or approval.

School Culture

Research, school visits, and advice from charter school practitioners and experts all agree that the common dominator of high performing schools is school culture. Consequently, schools with incredibly strong cultures focused on rigorous teaching and learning can achieve exceptional outcomes with even an average curriculum. We believe that establishing a positive culture allows for great instruction. There are two aspects to culture: school wide culture and classroom culture. School-wide culture refers to the norms and values shared by all students and adults in the school.

Classroom culture refers to the expected behaviors in the classroom. Based on numerous observations of high-performing schools, schools with strong cultures share a common theme in which all students are listening, following directions and on task at all times. All students are highly engaged in rigorous coursework. The entire school is focused with a sense of urgency on the development of its students and teachers. Teachers make each lesson relevant and engaging for students through research based best practices. Monarch's staff will define and develop the nuances of the school's culture. Some fundamental hallmarks already identified as likely elements of Monarch's culture include:

- Visible and frequently communicated "school vocabulary" that establishes and reinforces the school's culture acronyms, norms and principles that are shared among students and adults
- Special incentive and reward systems
- A clearly defined and consistently implemented student discipline system
- Disciplinary demerit systems
- School contracts of understanding signed by students and families indicating they are aware of the school's fundamental values, discipline policies, and expectations
- Family engagement strategies focused on student achievement
- Information meetings prior to enrollment to communicate and set expectations about the school with students and families

Policy and Procedure

Monarch will provide its primary stakeholders (leadership, students, teachers, and families) with comprehensive policy and procedure manuals outlining the school's academic and behavioral expectations. These documents will comprise of both classroom and school-addition to school's expectations, and the intervention stages for those who are not. The school's discipline policy will reflect the high expectations at Monarch as well as the general conduct necessary for students to learn in the school's focused academic environment. An abridged sample Student and Family Handbook is included in Appendix A.8.1 Monarch's school leadership will develop the school's official handbook during the start-up year. The sample handbook excerpt is by no means exhaustive, but is intended to demonstrate Monarch's capacity to develop a full policy document once school leadership is hired.

School leadership will utilize three main sources in developing Monarch's policies:

- 1) Missouri statute provides clear direction regarding discipline policies (160.261, Rev. Stat. Mo.), the suspension or expulsion of students (167.161, 167.164, 167.171, Rev. Stat. Mo.), and statutory components of the Missouri Safe Schools Act. Monarch school leadership will follow all applicable guidelines in state law regarding school discipline policies. Monarch will make every effort to avoid removing students from school and limiting their learning time, but will base its most severe interventions on the guidelines provided in state law.
- 2) High-performing charter schools serving "high-risk" urban students from other states have provided their nationally recognized school culture models and policy documents for use as platforms on which Monarch can build its own plans and manuals. These schools include the Academy of the Pacific Rim, Roxbury Preparatory Charter School, Saint Louis Language Immersion and Excel Academy in Boston, MA. Several other schools have informally contributed guidance regarding school culture.
- 3) Monarch will compile a charter school "Thought Book" and present it to Monarch staff. The Thought Book will contain notes and recommendations on a variety of subjects (including school culture) from members of the Design Team based on their site visits, research, and experience. Included in this book will be required elements/platforms related to school culture and student policies, as well as suggested materials for leadership decisions.

Because a positive school culture is central to student success and holistic school transformation, Monarch will help students acquire the tools needed to develop and assess such cultures. One culture-building tool used by Monarch is a "code of character," or "school touchstone." Touchstones—ideally developed over a period of weeks or even months with input from school leaders, staff, students, and parents—typically use a series of "we" statements (e.g., "We pursue excellence in scholarship and character," "We honor each other by being respectful, honest, kind, and fair") to express the school's collective commitments to ways of working and relating to others that reflect high levels of moral and performance character. When schools do the hard work of discussing their code or touchstone every day in an effort to hold all school members accountable to the agreed upon values, this tool has strong potential to shape a positive school culture.

Monarch will create systemic structures to provide and guide fundamental uniformity practices in regards to standard school activities. For example, policies regarding daily interactions, classroom expectations, and time management will be non-negotiable aspects of every school day. School leadership will continuously evaluate and coach staff on how consistently and effectively they are applying the school's expectations and policies. School leadership will expect all educators to follow established school guidelines in addressing poor behavior, in addition to an unwavering approach to establishing systems and enforcing shared values which is critical to building a student population capable of high academic achievement.

Discipline

To ensure a child-centered atmosphere, Monarch will adopt a code of conduct discipline policy that will clearly define acceptable and unacceptable conduct, as well as delineate appropriate responses and consequences. The Code of Conduct will comply with the Safe Schools Act and include consideration for manifestation determinations as required by IDEA and parent appeals for expulsion hearings. Policies and rules apply to all students on the bus, instructional sessions and support programs, as well as at school-sponsored activities and events. The Head of School is authorized to hold students accountable for misconduct away from school or in non-school activities that affect school discipline. Students with disabilities will be disciplined in accordance with applicable law. The Board has the legal authority to make all needed policies, rules and regulations for organizing and governing. This includes the power to suspend or expel a student for conduct that is prejudicial to good order and discipline in the schools or impairs the morale or good conduct of the students. Therefore, the disciplinary infractions set forth below are intended to illustrate, but not serve as the exclusive listing of, acts of misconduct and consequences of such misconduct. Misconduct that is not specifically listed in this code may warrant discipline up to and including expulsion from school.

Moreover, depending on the severity of the incident and the particular circumstances involved, Monarch reserves the right to move to a more severe level of the discipline code. The decision to do so rests within the professional judgment of the official(s) administering the disciplinary consequences. Students who have been charged, convicted or pled guilty in a court of general jurisdiction for commission of a felony may be suspended in accordance with law. In addition, Monarch will make reports to the appropriate agencies regarding student behavior, in with accordance with applicable law, including, but not limited to, Mo. Rev. Stat. § 167.171. SLLIS is prohibited from releasing the names of students involved in discipline incidents to anyone other than their responsible family members.

Positive Behavior Support

We believe in a school cultural that encourages students to take responsibility for their negative behaviors. This is significantly important during the elementary years and we believe this can be accomplished by integrating direct teaching about desired behaviors, consistent modeling and reminders about behavior expectations and acknowledgement and recognition of those behaviors. We believe improving student academic and behavior outcomes is a direct correlation to students having access to the most effective and accurately implemented instructional and behavioral practices and interventions possible. This intentionality is the goal that will aid us with meeting the needs of students, both academically and socially.

Missouri School

School-wide Positive Behavior Support (SW-PBS) is a framework for creating safe and orderly learning environments in schools, while improving the social-emotional outcomes for students. It is a proactive approach that relies on research based practices, including developing clear behavioral expectations, teaching these expectations, acknowledging appropriate behavior, consistently correcting inappropriate behavior, and using behavioral data to systematically solve problems. Monarch will use this framework to guide behavioral practices. The framework emphasizes: (a) data for decision making, (b) measurable outcomes supported and evaluated by

data, (c) practices with evidence that these outcomes are achievable, and (d) systems that efficiently and effectively support implementation of these practices.

As needed, the Head of School will initiate written Behavior Modification plans with parent input and support with the understanding that some behaviors require independent attention to ensure school safety. The Code of Conduct Handbook outlines behaviors and related consequences that result in traditional disciplinary behavior and will be part of our orientation process and signed by parent or guardian.

Keeping the following goals in mind the Head of School will determine the consequence for student behavior: (1) focus on lessons learned versus punishment, (2) focus specifically on the student's behavior and (3) consequence should align with the action/behavior.

See Appendix A.8.2: School-wide Positive Behavior Support (SW-PBS) Guideline

Family Engagement

Monarch will work to provide focused and meaningful opportunities for families of enrolled students to engage with the school; particularly ways in which parents or guardians can contribute to the academic success of their children. School leadership will develop and implement a detailed family engagement strategy for Monarch; however the following list contains several fundamental ways the school will seek to involve the families of its students:

- In the months leading up to the school's opening, regular family information fairs will be organized for both potential students and those already enrolled. These information fairs will provide an opportunity for school leadership to offer a candid view of Monarch, its vision for students, and the commitment necessary from all key stakeholders to realize this vision.
- Individual family/student meetings with leadership and staff prior to the start of school where policies regarding behavior, attendance, promotion, and academic performance are discussed and an "agreement of understanding" is signed by the concerned parties. These meetings may take place at the school or in students' homes as appropriate or necessary.
- Regular personal communication between the school and students' families will be an essential activity of classroom teachers. In most successful schools, parents/guardians are personally contacted by a staff member every 4-6 weeks, providing an opportunity to talk about a student's successes and challenges on a regular basis.
- Monarch will establish several information portals whereby families of students can receive regular updates on school-wide issues, events, and student recognition. The school will attempt to provide information through a variety of vehicles to accommodate the respective circumstances of its families. These modes of communication may include paper documents, e-mails, postings at the school, and key reminders in the regular phone calls to families.
- Monarch will hold regularly scheduled teacher conferences throughout the school year. Conference schedules will be established to reasonably accommodate the unique scheduling challenges of the school's families. The Year One Monarch School calendar indicates six different conference periods throughout the extended school year, with both a weekday and a weekend day designated to accommodate varying family work schedules.
- Family volunteer opportunities at the school (board recommendation- 10 hours) will be determined by school leadership, but will focus on ways to improve student achievement

and strengthen the school's culture. An "open door" policy will mean any parent or guardian can schedule a meeting with school staff to discuss a student, or explore ways for them to be involved in the school. School leadership may work with families to establish a self-sustaining parent/family group to coordinate activities and communications among families at the school. One of Monarch's core goals involves a primary stakeholder satisfaction survey. This survey will be administered to students, families, and staff to gauge a variety of aspects at Monarch, including school culture. School leadership will determine the timeline and frequency of these surveys, though they need to occur on at least an annual basis to meet school goals. The surveys will provide a fundamental way for parents/guardians to provide feedback directly to school leadership.

B.1 Missouri Non-Profit

Monarch Collegiate Preparatory Academy was established in 2013 in the State of Missouri as a non-profit corporation for the sole purpose of creating and operating a charter school in Kansas City, Missouri. (See Appendix B.1.3. for copies of Monarch's Articles of Incorporation, Corporate Bylaws-Appendix B.1.2, and IRS not-for-profit status documentation- Appendix B.1 and Board Assurance- Appendix B.1.4). Monarch is governed by a single Board of Directors, and intends to hold the Local Education Authority (LEA) status. Monarch does not engage with any education management organization, and plans to operate as an independent charter school.

The members of Monarch Board, as established in our corporate bylaws, serve staggered one, two, three-year terms. Monarch will employ no member of the Monarch Board while serving as a board member. No member of the MONARCH Board will have a substantial interest in any entity employed by or contracting with the school. No member of the Board may be an employee of a company that provides substantial services to the school, as well as operate in full compliance with Missouri "sunshine laws," and all members shall annually file required documents with the Missouri Ethics Commission. Prior to being allowed to serve on the Board, all Board members are subjected to required criminal and family care safety background checks (as required by 160.400 RSMo 11).

Monarch Collegiate Preparatory Academy is a Missouri nonprofit corporation created pursuant to the Missouri Nonprofit Corporation Act. *See*, RSMO. § 355. Monarch will operate as a Local Education Agency ("LEA") pending approval of this application by the school's sponsoring institution. RSMO. § 160.405.6. Additionally, the Internal Revenue Service has approved non-for-profit status for the school. In accordance with its bylaws and articles of incorporation, Monarch will have a Board of Directors ("Board"). The Board will ensure the school operates in full compliance with state law regarding charter school governance, including applicable terms contained in the following statutes:

- 105.450 (conflict of interest, decision-making public servants)
- 105.483; 105.485; 105.487; 105.489 (financial disclosure)
- 160.400 (charter schools defined)
- 160.405 (charter application, operation, and oversight)
- 160.410 (admissions and public information)
- 160.420 (employment, contracts, and certification)
- 537.700 - 537.756 (Missouri public entity risk management fund)
- 610.010 – 610.035 (quasi-public governmental body, Sunshine Law)
- 355 (nonprofit corporation)
- 355.326 (election of officers)

The Board will also confirm that the school operates in a manner consistently aligned with its mission, purpose and principles. To that end, Monarch's bylaws empower the Board to:

- Ensure the school adheres to its charter as well as state and federal laws
- Ensure the school adheres to the mandates of the International Baccalaureate Primary Years Program
- Develop and adopt policy for the school
- Hire and evaluate performance measures of the Head of School, annually
- Approve and monitor programs offered at the school
- Approve and monitor annual school budget
- Govern and establish policies and performances, expectations, financial and operation, organizational viability and set policies accordingly.

Additionally, the Board is authorized to:

- Strategically plan for the long-term success of the school
- Provide support for the school's fundraising and marketing efforts
- Advocate for the school by establishing partnerships with community organizations, institutions of higher education, nonprofit foundations, and corporate entities that support education through noncommercial relationships.

The board currently meets monthly, and meetings are open to the public in full accordance with Missouri sunshine laws, inclusive of meeting notices, public records, emails and closed meeting/records. In accordance with the Open Meetings Act (Sunshine Law)- Chapter 610.020, RSMo, an emergency meeting of the Board of Directors may be called provided that at least 24-hour public notice has been given before holding the meeting.

Monarch Board of Directors intends to submit a formal copy of the application to the Hickman Mills School district by June 30, 2017.

Date of this notice: 08-12-2013

Employer Identification Number:
46-3396474

Form: SS-4

Number of this notice: CP 575 A

MONARCH COLLEGIATE PREPARATORY
ACADEMY
14311 E 96TH ST
KANSAS CITY, MO 64139

For assistance you may call us at:
1-800-829-4933

IF YOU WRITE, ATTACH THE
STUB AT THE END OF THIS NOTICE.

WE ASSIGNED YOU AN EMPLOYER IDENTIFICATION NUMBER

Thank you for applying for an Employer Identification Number (EIN). We assigned you EIN 46-3396474. This EIN will identify you, your business accounts, tax returns, and documents, even if you have no employees. Please keep this notice in your permanent records.

When filing tax documents, payments, and related correspondence, it is very important that you use your EIN and complete name and address exactly as shown above. Any variation may cause a delay in processing, result in incorrect information in your account, or even cause you to be assigned more than one EIN. If the information is not correct as shown above, please make the correction using the attached tear off stub and return it to us.

Based on the information received from you or your representative, you must file the following form(s) by the date(s) shown.

Form 941	07/31/2014
Form 940	01/31/2015
Form 1120	03/15/2014

If you have questions about the form(s) or the due date(s) shown, you can call us at the phone number or write to us at the address shown at the top of this notice. If you need help in determining your annual accounting period (tax year), see Publication 538, *Accounting Periods and Methods*.

We assigned you a tax classification based on information obtained from you or your representative. It is not a legal determination of your tax classification, and is not binding on the IRS. If you want a legal determination of your tax classification, you may request a private letter ruling from the IRS under the guidelines in Revenue Procedure 2004-1, 2004-1 I.R.B. 1 (or superseding Revenue Procedure for the year at issue). Note: Certain tax classification elections can be requested by filing Form 8832, *Entity Classification Election*. See Form 8832 and its instructions for additional information.

IMPORTANT INFORMATION FOR S CORPORATION ELECTION:

If you intend to elect to file your return as a small business corporation, an election to file a Form 1120-S must be made within certain timeframes and the corporation must meet certain tests. All of this information is included in the instructions for Form 2553, *Election by a Small Business Corporation*.

If you are required to deposit for employment taxes (Forms 941, 943, 940, 944, 945, CT-1, or 1042), excise taxes (Form 720), or income taxes (Form 1120), you will receive a Welcome Package shortly, which includes instructions for making your deposits electronically through the Electronic Federal Tax Payment System (EFTPS). A Personal Identification Number (PIN) for EFTPS will also be sent to you under separate cover. Please activate the PIN once you receive it, even if you have requested the services of a tax professional or representative. For more information about EFTPS, refer to Publication 966, *Electronic Choices to Pay All Your Federal Taxes*. If you need to make a deposit immediately, you will need to make arrangements with your Financial Institution to complete a wire transfer.

The IRS is committed to helping all taxpayers comply with their tax filing obligations. If you need help completing your returns or meeting your tax obligations, Authorized e-file Providers, such as Reporting Agents (payroll service providers) are available to assist you. Visit the IRS Web site at www.irs.gov for a list of companies that offer IRS e-file for business products and services. The list provides addresses, telephone numbers, and links to their Web sites.

To obtain tax forms and publications, including those referenced in this notice, visit our Web site at www.irs.gov. If you do not have access to the Internet, call 1-800-829-3676 (TTY/TDD 1-800-829-4059) or visit your local IRS office.

IMPORTANT REMINDERS:

- * Keep a copy of this notice in your permanent records. **This notice is issued only one time and the IRS will not be able to generate a duplicate copy for you.** You may give a copy of this document to anyone asking for proof of your EIN.
- * Use this EIN and your name exactly as they appear at the top of this notice on all your federal tax forms.
- * Refer to this EIN on your tax-related correspondence and documents.

If you have questions about your EIN, you can call us at the phone number or write to us at the address shown at the top of this notice. If you write, please tear off the stub at the bottom of this notice and send it along with your letter. If you do not need to write us, do not complete and return the stub.

Your name control associated with this EIN is MONA. You will need to provide this information, along with your EIN, if you file your returns electronically.

Thank you for your cooperation.

CP 575 A (Rev. 7-2007)

CP 575 A

999999999999

DATE OF THIS NOTICE: 08-12-2013
EMPLOYER IDENTIFICATION NUMBER: 46-3396474
FORM: SS-4 NOBOD

MONARCH COLLEGIATE PREPARATORY
ACADEMY
14311 E 96TH ST
KANSAS CITY, MO 64139

BYLAWS
OF
MONARCH COLLEGIATE PREPARATORY ACADEMY

Article I. Name

The name of the corporation shall be MONARCH COLLEGIATE PREPARATORY ACADEMY (hereinafter referred to as the “corporation” from time to time as the context dictates).

Article II. Purpose

The purposes of MONARCH COLLEGIATE PREPARATORY ACADEMY are:

- A. To establish and operate a charter school in Kansas City, Missouri;
- B. To prepare students for entry into secondary education programs; and
- C. To provide a rigorous K-8 education characterized by high expectations, 21st Century Learning and community engagement.

Notwithstanding any other provision of these Bylaws:

- 1. Said corporation is formed exclusively for charitable, educational, religious or scientific purposes within the meaning of section 501(c) of the Internal Revenue Code of 1986, as may be amended.
- 2. No part of the net earnings of the corporation shall inure to the benefit of or be distributable to its trustees, officers or other private persons except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of 501(c) purposes.
- 3. No part of the net earnings of the corporation shall inure to the benefit of, or be distributable to its, members (if any), officers or other private persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to

make payments and distributions in furtherance of the purposes set forth in this Article Three. No substantial part of the activities of the corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of any candidate for public office. The corporation shall not carry on any activity or use any portion of the assets of the corporation for any purpose which is not permitted to a corporation organized under the General Not For Profit Corporation Law of the State of Missouri, Chapter 355 RSMo, 1969, as amended.

4. Notwithstanding any other provisions of these Articles, the corporation shall not carry on any activities not permitted to be carried on by a corporation exempt from federal income tax under section 501(c) of the internal revenue code (or corresponding section of any future federal tax code) or by a corporation, the contributions to which are deductible under section 170c(2) of the internal revenue code (or corresponding section of any future federal tax code).

Article III. Membership

The corporation shall not now have members with rights to vote for directors, but the Board may later amend the Bylaws to provide for such membership rights. The Board may, by resolution, determine the terms and conditions of such members.

Article IV. Board of Directors

1. The affairs and property of the corporation shall be conducted and managed by a self-perpetuating Board of Directors (the “Board”). The Board shall have the power to supervise, control, direct and manage the property, affairs and activities of the corporation, and to determine the policies of the corporation and actively prosecute its corporate purposes and objectives. The Board shall have absolute discretion regarding the disbursement of the corporation’s funds and the disposition of its

property; provided, however, all income and property shall be distributed or otherwise applied only in furtherance of the purposes set forth in Article II herein.

2. There shall be a minimum of five (5) and a maximum of fifteen (15) members of the Board. Terms of members of the Board shall be two (2) years. Members may serve a maximum of three (3) consecutive terms before resigning for from the Board for a period of not less than two (2) years before becoming eligible to serve on the Board again.

3. Any director may resign from the Board. Such resignation shall be in writing, delivered to the President of the Board and shall be effective immediately, or, if accepted by the Board, any future effective date provided in such resignation..

4. The Board shall establish the policies of MONARCH COLLEGIATE PREPARATORY ACADEMY. The Board shall review and advise on the purpose, function, activities of, and progress of the Corporation. The Board shall perform or delegate whatever other duties are necessary to fulfill the purposes of the Corporation.

5. The Board may adopt, by resolution, such rules and regulations for the conduct of the meeting of the Board as it shall deem appropriate. Such rules and regulations, whether adopted by the Board of Directors or prescribed by the chairman of the meeting, may include, without limitation, the following: (i) the establishment of an agenda or order of business for the meeting; (ii) rules and procedures for maintaining order at the meeting and the safety of those present; (iii) and limitations on attendance at or participation in the meeting to the directors of record, their duly authorized and constituted proxies, and such other persons as the chairman of the meeting shall determine.

6. There shall be no fewer than twelve (12) meetings of the Board of Directors during each calendar year, the date and time to be set by the Board. The Board can set its regular Board meetings.

7. Notice to all meetings of the Board shall be given pursuant to the provisions R.S.Mo § 610.010 et. seq., as amended from time to time. A quorum of any meeting of the Board shall consist of sixty percent (60%) of the members of the Board present, in person or by proxy or telephonic transmission, at a meeting duly called subject to the notice provisions provided herein.

8. Vacancies in the Board may be filled at any meeting of the Board, to fill the remaining term of the vacant Board seat.

9. The Board of Directors may increase or decrease the number of directors [to not less than three (3)] by amending the Bylaws.

10. The Board of Directors may act by majority of directors present at any meeting where there is a quorum.

11. A special meeting of the Board may be called by giving at least five (5) days notice by mail, email or telephone. The notice shall contain the reason for the special meeting, but the agenda of the Board meeting shall not be limited to the reasons stated in the notice.

12. The Board shall hold its annual meeting each year in_____.

13. A Board member may be removed from the Board only by a vote of two thirds (2/3) of the Board members present at any Board meeting where there is a quorum present, unless such removal is due to a member's failure to attend three (3) consecutive Board meetings, in which case the member is deemed to have vacated the seat unless the absences are excused by a majority of the board for reasons satisfactory to the board.

Article V. Officers

1. The officers of the Corporation shall consist of a President, a Secretary and a Treasurer, and such other additional officers as the Board of Directors may appoint. Any two or more offices may be held by the same individual except the offices of President and Secretary.

2. The officers shall be appointed by the Board of Directors at its annual meeting. Such officers shall hold office at the pleasure of the Board of Directors until their successors are elected and qualified, or until their earlier resignation or removal, but in any event for not less than one (1) year.

3. Officers shall be elected by the Board at its annual meeting.

4. Duties of the officers are:

A. The President shall be the chief executive and administrative officer of the Corporation and Chairman of the Board, shall have general supervision of the business and finances of the Corporation, shall see that all orders and resolutions of the Board are carried into effect and shall preside at all meetings of the Board; subject, however, to the right of the directors to delegate any specific powers to any other officer or officers of the corporation, except such as may be by statute exclusively conferred upon the President. The President shall be an ex officio member of any committee of the corporation. He or she shall perform all duties incident to the office of the President and as are given to him or her by the Bylaws, or as may from time to time be assigned to him or her by the Board. Subject to the direction of the Board, the President shall have the power to execute all contracts and other instruments of writing, attested by the Secretary, which instruments shall bind the corporation. The President shall act as the duly authorized representative of the Board and of the corporation in all matters in which the Board has not formally designated some other person to so act.

B. In the event of absence, death, incapacity, inability or refusal of the President to act, the Vice-President shall be vested with all power to perform all duties of the office of the President. The Vice-President shall have such other duties and authority as are usual to this office and as determined by the Board.

C. The Secretary shall be responsible for recording minutes of all meetings, counting votes, and maintaining files of minutes, and shall perform all other duties usual to the office and duties that may be delegated by the President or the Board.

D. The Treasurer shall be responsible for oversight of the organization's finances, financial management practices, and shall perform all other duties, usual to the office and those delegated by the President or the Board.

5. Vacancies in any office except President shall be appointed by the President, with the approval of the Board. Board members shall be given ten (10) days notice of such meetings.

6. An officer may be removed by a vote of sixty-five percent (65%) of the Board present at any Board meeting where there is a quorum present.

7. Officers shall be elected by the Board at the annual meeting and nominations shall be made by Board members.

Article VI. Staff

The Board of Directors shall determine the need for staff, and establish the salary of the Executive Director.

Article VII. Committees

The Board, by resolution, may provide for such standing or special committees of two (2) or more persons from among its own members and/or officers and employees of the corporation as it deems desirable, and may discontinue the same at its pleasure. The rules regarding meetings of such committees, notices thereof and the quorum and vote required at such meetings shall be the same as the rules that apply to meetings of the Board.

Article VIII. Records

1. The corporation shall keep minutes of all Board meetings and of all committees who

have the authority to act on behalf of the Board. The corporation shall maintain appropriate accounting records.

2. The corporation shall keep at its principal office its Articles of Incorporation, its Bylaws, its required minutes as described above, its latest Annual Registration Report and appropriate financial statements.

3. Corporate records may be inspected as required by RSMo § 355.826. In addition to the foregoing, the corporation shall maintain its records subject to the Sunshine Laws provided in RSMo § 610.010 et. seq, as amended.

Article IX. Indemnification of Officers and Directors
Against Liabilities and Expenses in Actions

1. The Corporation will indemnify any person who was or is a party or is threatened to be made a party to any threatened, pending or completed action, suit or proceeding whether civil, criminal, administrative or investigative, other than an action by or in the right of the corporation, by reason of the fact that he or she is or was a Director, officer, employee or agent of the corporation, or is or was serving at the request of the corporation as a Director, officer, employee or agent of another corporation, partnership, joint venture, trust or other enterprise, against expenses, including attorneys' fees, judgments, fines and amounts paid in settlement actually and reasonably incurred by him or her in connection with such action, suit or proceeding if he or she acted in good faith and in a manner he or she reasonably believed to be in or not opposed to the best interests of the corporation, and, with respect to any criminal action or proceeding, had no reasonable cause to believe his or her conduct was unlawful. The termination of any action, suit or proceeding by judgment, order, settlement, conviction or upon a plea of nolo contendere or its equivalent, shall not, of itself, create a presumption that the person did not act in good faith and in a manner which he or she reasonably believed to be in or not opposed to the best interests of the corporation, and, with respect to any

criminal action or proceeding, had reasonable cause to believe that his or her conduct was unlawful.

2. The corporation will indemnify any person who was or is a party or is threatened to be made a party to any threatened, pending or completed action or suit by or in the right of the Corporation to procure a judgment in its favor by reason of the fact that he or she is or was a Director, officer, employee or agent of the corporation, or is or was serving at the request of the corporation as a Director, officer, employee or agent of another corporation, partnership, joint venture, trust or other enterprise against expenses, including attorney's fees, actually and reasonably incurred by him or her in connection with the defense or settlement of the action or suit if he or she acted in good faith and in a manner he or she reasonably believed to be in or not opposed to the best interests of the corporation; except that no indemnification shall be made in respect of any claim, issue or matter as to which such person shall have been adjudged to be liable for negligence or misconduct in the performance of his or her duty to the corporation unless and only to the extent that the court in which the action or suit was brought determines upon application that, despite the adjudication of liability and in view of all the circumstances of the case, the person is fairly and reasonably entitled to indemnity for such expenses which the court shall deem proper.

3. To the extent that a Director, officer, employee or agent of the corporation has been successful on the merits or otherwise in defense of any action, suit or proceeding referred to in Sections 1 and 2 of this Article, or in defense of any claim, issue or matter therein, he or she shall be indemnified against expenses, including attorneys' fees, actually and reasonably incurred by him or her in connection with the action, suit or proceeding.

4. Any indemnification under Sections 1 and 2 of this Article, unless ordered by a court, shall be made by the Corporation only as authorized in the specific case upon a determination that indemnification of the Director, officer, employee or agent is proper in the circumstances because he

or she has met the applicable standard of conduct set forth in this Article. The determination shall be made by the Board of the corporation by a majority vote of a quorum consisting of Directors who were not parties to the action, suit or proceeding, or if such a quorum is not obtainable, or even if obtainable a quorum of disinterested Directors so directs, by independent legal counsel in a written opinion.

5. Expenses incurred in defending a civil or criminal action, suit or proceeding may be paid by the corporation in advance of the final disposition of the action, suit or proceeding as authorized by the Board in the specific case upon receipt of an undertaking by or on behalf of the Director, officer, employee or agent to repay such amount unless it shall ultimately be determined that he or she is entitled to be indemnified by the corporation as authorized in this Article.

6. The indemnification provided by this Article shall not be deemed exclusive of any other rights to which those seeking indemnification may be entitled under any Article of Incorporation, Bylaw, agreement, or disinterested directors or otherwise, both as to action of his or her official capacity and as to action in another capacity while holding such office, and shall continue as to a person who has ceased to be a Director, officer, employee or agent and shall inure to the benefit of the heirs, executors and administrators of such person.

7. The corporation may give any further indemnity, in addition to the indemnity authorized or contemplated under this Article, including Section 6, to any person who is or was a Director, officer, employee or agent, or to any person who is or was serving at the request of the corporation as a Director, officer, employee or agent of another corporation, partnership, joint venture, trust or other enterprise, provided such further indemnity is either (i) authorized, directed, or provided for in these Bylaws or any duly adopted amendment thereof or (ii) is authorized, directed, or provided for in any Article of Incorporation, Bylaw or agreement of the corporation which has

been adopted by a vote of the Board of the corporation, and provided further than no such indemnity shall indemnify any person from or on account of such persons conduct which was finally adjudged to have been knowingly fraudulent, deliberately dishonest or willful misconduct.

8. The corporation may purchase and maintain insurance on behalf of any person who is or was a Director, officer, employee or agent of the corporation, or is or was serving at the request of the corporation as a Director, officer, employee or agent of another corporation, partnership, joint venture, trust or other enterprise against any liability asserted against him or her and incurred by him or her in any such capacity, or arising out of his or her status as such, whether or not the corporation would have the power to indemnify him or her against such liability under the provisions of this Article.

Articles X. Amendments

1. An amendment to the Articles of Incorporation, these Bylaws or either of them shall be adopted at any meeting of the Board at which there is a quorum upon receiving the vote of a majority of the directors in office when the amendment is adopted and by the Board, by two-thirds of the votes cast or a majority of the voting power, whichever is less. Before the Article can be so amended, the Corporation shall provide notice to Board members and to members, if any, stating one of the purposes of the meeting is to consider a proposed amendment to the Articles and contain a copy or a summary of the proposed amendment.

2. The Bylaws may be altered, amended, or repealed, or new Bylaws may be adopted by the affirmative vote of a majority of the directors in office when the amendment is adopted, provided, however, that notwithstanding anything in these Articles to the contrary, no amendment shall be made to these Bylaws which would cause the Corporation to cease to qualify as an exempt organization under Section 501(c)(3) of the Internal Revenue Code of 1986. Before the Bylaws can

be so amended, the Corporation shall provide notice to Board members and members, if any, stating one of the purposes of the meeting is to consider a proposed amendment to the Bylaws and contain a copy or a summary of the proposed amendment, and the proposed amendment shall be voted on only at a meeting which follows a Board meeting at which the proposed amendment was discussed.

Article XI. Fiscal Year

The fiscal year shall be from July 1, until June 30, of each year.


Article XII. Waiver of Notice

Whenever any notice whatever is herein or by law provided for, a waiver thereof, in writing, signed by the person or persons entitled to such notice, whether before or after the time stated therein, shall be deemed equivalent to the giving of such notice. Attendance of a director at any meeting, shall constitute a waiver of notice of such meeting except when a director attends a meeting for the express purpose of objecting the transaction of any business because the meeting is not lawfully called or convened.

Article XIII Dissolution

The directors of the Corporation shall not take any voluntary action to dissolve the Corporation. If, however, the Corporation shall be dissolved for any reason, then all the property and funds remaining after the payment of the debts of the Corporation shall be distributed to any one or more similar organizations selected by the Board of Directors which constitute organizations described in Section 501(c) of the 1986 Internal Revenue Code or the comparable provisions of the Internal Revenue Code then in effect, to be used by such organizations for the purposes as shall be determined by the Board of Directors of the Corporation.

We hereby certify that the foregoing Bylaws of MONARCH COLLEGIATE PREPARATORY ACADEMY were adopted by a vote of the Board of Directors at its meeting on November, 2013.

A handwritten signature in black ink, appearing to read "D. Diaz", is written on the left side of the page.

_____, Secretary

**ARTICLES OF INCORPORATION
OF
MONARCH COLLEGIATE PREPARATORY ACADEMY**

The undersigned, being a natural person of the age of eighteen (18) years or more, for the purpose of forming a corporation under the General Missouri Not For Profit Corporation Law, as amended, does hereby adopt the following Articles of Incorporation:

ARTICLE ONE

The name of the corporation is:

MONARCH COLLEGIATE PREPARATORY ACADEMY

ARTICLE TWO

This corporation is a public benefit corporation.

ARTICLE THREE

Said corporation is formed exclusively for charitable, educational, religious or scientific purposes within the meaning of section 501(c) of the Internal Revenue Code of 1986, as may be amended. No part of the net earnings of the corporation shall inure to the benefit of or be distributable to its trustees, officers or other private persons except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of 501(c) purposes.

No part of the net earnings of the corporation shall inure to the benefit of, or be distributable to its, members (if any), officers or other private persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in this Article Three. No substantial part of the activities of the corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of any candidate for public office. The corporation shall not carry on any activity or use any portion of the assets of the corporation for any purpose which is not permitted to a corporation organized under the General Not For Profit Corporation Law of the State of Missouri, Chapter 355 RSMo, 1969, as amended.

Notwithstanding any other provisions of these Articles, the corporation shall not carry on any activities not permitted to be carried on by a corporation exempt from federal income tax under section 501(c) of the internal revenue code (or corresponding section of any future federal tax code) or by a corporation, the contributions to which are deductible under section 170(c)(2) of the internal revenue code (or corresponding section of any future federal tax code).

ARTICLE FOUR

This corporation shall have no authority to issue capital stock.

ARTICLE FIVE

The corporation shall not initially have members. The Board of Directors may later determine that the corporation may have members, and if so, shall provide for membership in the Bylaws and the term of any members or of all members may be as prescribed in the Bylaws or by order of the Board of Directors.

ARTICLE SIX

The duration of this corporation shall be perpetual.

ARTICLE SEVEN

The name of the incorporator is Donald Maxwell, and the address of the incorporator is 4700 Bellevue Ave., Suite 404, Kansas City, Missouri 64112.

ARTICLE EIGHT

The address of the corporation's initial registered office in this state is: Thalia Cherry, 14311 East 96th Street, Kansas City, Missouri 64139, and the name of the corporation's initial registered agent at such address is Thalia Cherry.

ARTICLE NINE

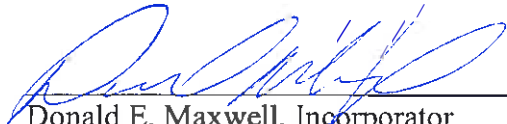
The board of directors of the corporation may alter, amend or repeal the bylaws or adopt new bylaws on behalf of the corporation in conformance with the Missouri Not For Profit Law.

ARTICLE TEN

In the event of dissolution of the corporation, all of the remaining assets and property of the corporation shall, after payment of necessary expenses thereof, be distributed for one or more exempt purposes within the meaning of section 501(c) of the internal revenue code of 1986, i.e. religious, charitable, educational, scientific, or corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government for a public purpose. However, if the named recipient is not then in existence or no longer a qualified distributee, or is unwilling or unable to accept the distribution, then the assets of this corporation shall be distributed to a fund, foundation or corporation organized and operated exclusively for the purposes specified in

section 501(c) of the internal revenue code (or corresponding section of any future federal tax code). Any such assets not so disposed of shall be disposed of by a court of competent jurisdiction of the county that the principal office of the corporation is then located, exclusively for such purposes.

IN WITNESS WHEREOF, I have hereunto set my hand this 12th day, of August, 2013.



Donald E. Maxwell, Incorporator

Appendix B.1.4

CHARTER SCHOOLS PROGRAM ASSURANCES – STATE EDUCATIONAL AGENCIES

Pursuant to Section 5203(b)(3) of the ESEA and the Consolidated Appropriations Act, 2010, a State educational agency (SEA) application for a grant under the CSP must contain the following assurances.

As the duly authorized representative of the applicant, I certify to the following:

- 1) The applicant will require each eligible applicant desiring to receive a subgrant to submit an application to the SEA containing:
 - A) A description of the educational program to be implemented by the proposed charter school, including (i) how the program will enable all students to meet challenging State student academic achievement standards; (ii) the grade levels or ages of children to be served; and (iii) the curriculum and instructional practices to be used;
 - B) A description of how the charter school will be managed;
 - C) A description of (i) the objectives of the charter school; and (ii) the methods by which the charter school will determine its progress toward achieving those objectives;
 - D) A description of the administrative relationship between the charter school and the authorized public chartering agency;
 - E) A description of how parents and other members of the community will be involved in the planning, program design and implementation of the charter school;
 - F) A description of how the authorized public chartering agency will provide for continued operation of the school once the Federal grant has expired, if such agency determines that the school has met its objectives;
 - G) A request and justification for waivers of any Federal statutory or regulatory provisions that the eligible applicant believes are necessary for the successful operation of the charter school, and a description of any State or local rules, generally applicable to public schools, that the applicant proposes to be waived, or otherwise not apply to, the school;
 - H) A description of how the subgrant funds will be used, including a description of how such funds will be used in conjunction with other Federal programs administered by the U.S. Secretary of Education;
 - I) A description of how students in the community will be (i) informed about the charter school; and (ii) given an equal opportunity to attend the charter school;
 - J) An assurance that the eligible applicant will annually provide the Secretary and the SEA such information as may be required to determine if the charter school is making

satisfactory progress toward achieving the objectives described in subparagraph (C)(i);

- K) An assurance that the applicant will cooperate with the Secretary and the SEA in evaluating the program assisted under this subpart;
 - L) A description of how a charter school that is considered a local educational agency under State law, or a local educational agency in which a charter school is located, will comply with sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Education Act;
 - M) If the eligible applicant desires to use subgrant funds for dissemination activities under section 5202(c)(2)(C), a description of those activities and how those activities will involve charter schools and other public schools, local educational agencies, developers, and potential developers; and
 - N) Such other information and assurances as the Secretary and SEA may require.
- 2) The applicant will –
- A) Use the grant funds to award subgrants to one or more eligible applicants in the State to enable the applicant to plan and implement a charter school in accordance with this program; and
 - B) Use a peer review process to review applications for subgrants.
- 3) State law, regulations, or other policies in the State where the applicant is located require that –
- A) Each authorized charter school in the State operate under a legally binding charter or performance contract between itself and the school’s authorized public chartering agency that describes the obligations and responsibilities of the school and the public chartering agency; conduct annual, timely, and independent audits of the school’s financial statements that are filed with the school’s authorized public chartering agency; and demonstrate improved student academic achievement; and
 - B) Authorized public chartering agencies use increases in student academic achievement for all groups of students described in section 1111(b)(2)(C)(v) of the ESEA as the most important factor when determining to renew or revoke a school’s charter.

____Thalia Cherry_____

____Board Member

NAME OF AUTHORIZED OFFICIAL

TITLE



SIGNATURE OF AUTHORIZED OFFICIAL

May 10, 2017
DATE

_____ Monarch Collegiate Preparatory Academy	
_____ 10/05/2015 _____	
APPLICANT ORGANIZATION	DATE SUBMITTED

B. 2 Governing Board Composition

The primary role of the Monarch Academy Board of Directors will be to establish school policy, to set a school budget, to hire and evaluate school leadership, and to strategically plan for the long-term future of the school.

The founding Board consists of a diverse group of individuals committed to student outcomes. Each brings a depth and breadth of skill sets and experiences that relate directly to education, nonprofit governance and leadership, finance, legal and charter school board participation. Significantly, the members of the Board listed in this section offer a distinguished record of service in the Kansas City community. The Board will begin recruitment of parents to its membership pending approval of this application by its sponsoring institution.

Monarch Academy Board members are aware of their legal responsibilities and have sufficient capacity to fund and sustain a quality charter school in Kansas City. Future members will receive an overview of their legal responsibilities during the recruitment process. The Monarch Board understands that charter schools are legally defined as Missouri nonprofit corporations and their boards must abide by the state's provisions regarding nonprofit governance. Moreover, state charter school law designates directors as "decision-making public servants" who must file annual ethics and financial reports. The Board is also aware that it operates as a "quasi-public governmental bod[ies]" under Missouri law and must comply at all times with the state open meetings and records law ("Sunshine Laws").

The following list reflects the impact of Missouri state statutes on Board operations.

- Meetings must be publicly announced and open to the public
- Most records and documentation arising out of Board meetings are public
- Closed meetings and records are permitted in the narrowest of circumstances
- Officers must be elected by the Board
- All Board members must have a criminal background and child abuse registry check
- Board members must sign a conflict of interest statement declaring they are not employees of the charter school or of an entity contracted by the school to provide products or services
- Board members must file annual financial disclosures
- The Board is subject to the same liability for acts in office as any duly elected school board or public school district
- The Board must have appropriate liability insurance
- The Board may amend charter with approval of sponsoring institution

The Board will start relatively small to allow for focused decision-making during the school's start-up and early operations. The maximum number of board members is 15. New board members will be required to attend charter school board governance trainings when applicable. Current Board members will recruit colleagues, community leaders, and parents of potential students to serve on non-voting committees intended to help the school open its doors in as strong a position as possible. The bylaws permit expansion of the Board, which it intends to do in the months following sponsor and state approval.

Herewith, please find a short description of the founding Board of Directors of Monarch Collegiate Preparatory Academy:

Jessica Burkhalter

Thalia Cherry

Richard Hu

Gina Robinson

Laura Wagner
Dr. Dan Wartick

In accordance with RSMo. § 160.400.14, each member of the Board will complete a criminal background check as well as a family care safety check. This is a required condition of service for all Monarch board members.

Founding Team and Capacity

- **Jessica Burkhalter** - Burkhalter holds a dual Bachelor's degree in Early Childhood & Elementary Education from University of Missouri and a Master's Degree in Education with a Reading Specialist endorsement from the University of Kansas. Her focus on literacy instruction began as a classroom teacher and grew as she worked as a reading specialist in Blue Valley Schools and as a consultant for Fairfax Public Schools in Washington, D.C. As a reading consultant in Washington D.C., Jessica helped to create materials for readingrocket.org's First Year Teacher. FYT aids teachers in establishing a balanced literacy program. Jessica works primarily on curriculum for the Monarch Board of Directors. Jessica is connected to the district as a result of her relationship with the Cerner Corporation which is building a 16,000 employee based operation in the district. She will be able to recruit volunteers as well as students and families to the school.
- **Thalia Cherry**- Thalia received her Master's of Business Administration degree from Stephens College in Columbia, MO. She brings over 10 years of experience in innovative design development, production-management and quality supply-chain performance, with significant experience in managing large-scale projects. She has served on education and financial committees and task forces in Greater Kansas City and the national public sector where she leveraged \$1 million annually to support education and employment for young people in Kansas City. In 2005, Thalia established the first leadership board for young people adopted by the Mayor and City Council. She has partnered with the 14 school districts in education, workforce and economic development, and has managed partnerships with 75 private, public and nonprofit entities. Thalia is a member of Concord Fortress of Hope church located in the district and is heavily involved in community outreach delivered by the church.
- **Richard Hu**-Richard is President and Design Principal of HJM Architects in Kansas City MO. He is a University of Kansas, School of Architecture graduate. Richard was co-founder and president of MidWest Velo, a non-profit cycling organization that raised awareness and proceeds for local cancer research. He currently sits on the Lyric Opera Board of Trustees and chairs the Corporate Development Committee. In addition, he co-chairs several events for non-profit organizations such as the Reach Out and Read KC's Green Eggs and Ham and the Samuel U. Rodgers Health Center's Eats and Beats. Richard worked with the DeLaSalle Education Center in master planning and programming the campus and building design. His primary role on the Monarch Collegiate Preparatory Academy Board of Directors is to oversee facilities and financial aspects of the school. Richard has worked on facilities in the district's boundaries and has expertise with the City of Kansas City planning and zoning department.
- **Gina Robinson**-Gina is the Chief of Operations at the Jackson County Missouri Prosecutor's Office. She is responsible for the development of the financial management strategy and contributes to the overall strategic goals. Gina is involved in all aspects of employee management for a staff of more than 150 employees. She is responsible for meeting with labor unions, serves on the negotiation team to discuss management personnel proposals, and oversees a 14 million dollar budget. She has a Master's in Public Administration from the University of Missouri-Kansas City. Her primary role on the Monarch Board of Directors is facilitating all business and financial matters regarding the school. Gina's connection to the

district comes from her years of work in the neighborhoods in the district when she worked for the City of Kansas City Neighborhood and Community Services department.

- **Laura Wagner-** Laura has 20 years of experience in marketing and public relations. She has an English degree from the University of Nebraska-Lincoln and is the Principal at Wagner Marketing. Laura focuses on Monarch's marketing strategy. Laura is a generalist and has done marketing, public relations work, public involvement, and online promotion for various businesses and non-profit organizations. She has expertise in reaching audiences in specific areas and of various age ranges. She has specifically worked with non-profits such as NICE-KC, Joshua Center, and Green Hills Women's Shelter - reaching parents, teachers and children about the opportunities and services available to them. As a consultant, she has worked with many non profit agencies located in the district and serving the residents of the district.
- **Dr. Dan Wartick-** Dan began his career in education as a teacher in 1991, he taught for many years before becoming an administrator and is currently the Head of School at North Kansas City High School, a Diploma Programme and Career Programme IB authorized school. Dan has served on the IB North America Regional Council, IB Heads Council, and the IB Grant Committee. Dan currently is a member of the IB Educators Network serving in the capacity of a school evaluation and authorization leader, consultant for new IB programs and workshop leader for administrator. Dan serves as the IB expert on the Monarch Board of Directors. Dan is dedicated to seeing Monarch's success as there is not a PYP program in Kansas City. Dan currently does not have a direct connection to the district however through board training and programming he has become well versed on the community needs. Dan does have extensive experience working with under served populations.

See Appendix B.2.1 Survey of Prospective Charter School Board Members and B.2.2 Board of Director Resumes

Appendix B.2 Request for Information from Prospective Charter School Board Members

Thalia Cherry, Board Member

I. Background

1. Describe your educational and employment history. You may complete this item by attaching a resume.
 - Response: Please see the attached resume.
2. If true, please affirm that you will be at least eighteen years old by January 1 of the year in which the proposed charter school would open.
 - Response: I affirm that I am at least eighteen years of age.
3. How did you become aware of the proposed charter school and the opportunity to serve as a member of its' board?
 - Response: I was part of the group of concerned community leaders that founded the Monarch(MCPA)
4. Explain why you would like to serve on the board.
 - Response: I serve on the board because I believe in the mission and vision of the school. Personally, I invested time and resources by visiting high performing school across the nation to ensure MCPA adopted the best practices and methodology to ensure academic success for an underrepresented population in Kansas City.
5. Have you previously served on a board of a school district or a not-for-profit corporation (including the board of a parochial or independent private school)? If so, describe any relevant experience. If you have not had any previous service, discuss why you wish to serve in this capacity.
 - Response: I have served on the board for multiple not-for-profit organization, but not a school district board. I served as the Secretary of Arts Tech, an organization that provides youth with creative expression alternatives, such as ceramics, painting, computer graphics development and training in downtown Kansas City, for the past ten years. In that role, I have gained experience in governance and financial oversight of a non-profit organization generally, and specifically in helping the organization through a difficult financial transition. The organization is now financially solvent.
6. What is your understanding of the appropriate role of a public charter school board member?
 - Response: A board member provides financial oversight of the organization and operational accountability by working closely with and evaluating the executive director. The board also serves various roles in providing oversight of the school's success in accomplishing its academic and community goals.
7. What relevant knowledge and experience will you bring to the board?
 - Response: As an entrepreneur, I am acutely of all aspects of managing and operating a successful business. I am skilled in market analysis, fiscal operations, strategic goals, and business development. I work closely with the Directors and Officers of the company, advising them regarding industry rules and regulations. Previous and current experiences

have shaped how I will interact with board members, in that I will serve as a facilitator of difficult conversations, and encourage decisions are guided by best practices and factual data. Personally, I bring foundational knowledge of and relationships within the community that will ultimately be served by the school. I have been working to improve educational resources in the Kansas City community for the past ten years in collaboration with charter, public and other stakeholders through city-sponsored educational initiatives.

8. Assuming the school is successful, what is your image of how the school will look towards the end of its first year? What will it be like after four years?
 - Response: Prior to the end of the first year, my vision would be to have full enrollment and a robust waiting list for the second academic year. The enrollment would encompass a diverse student population. Students and parents will be proud of the measurable academic gains. My long-term my vision of the school is a diverse, thriving school that is a true reflection of the International Baccalaureate philosophies. Additionally, the school embodies a culture upon which all children are learning; regardless of their background and that each community stakeholder supports that vision.

II. Educational Philosophy

9. What is your understanding of the school's mission and/or philosophy?
 - Response: The mission of the Monarch Collegiate Prep Academy School is to provide a rigorous education that results in young men graduating from college and succeeding in a global community. We value **learning and academic excellence**. We support and encourage each student to do his best while helping him discover his strengths and talents through inquiry based experiences and learning.
10. Are you familiar with the school's proposed educational programme? How would you describe it?
 - Response: Yes. International Baccalaureate (IB) provides curriculum framework that allow students to "learn how to learn". Students are encouraged to try different approaches to learning and to take responsibility for their own educational progress. The IB encourages students to ask challenging questions, think critically and develop research skill proven to help them as they progress academically. The curriculum structure is interdisciplinary, thus allowing learning across subject matters. IB also encourages students to be active in their communities and to take their learning beyond academic study.
11. What are the characteristics of a successful school? What specific steps do you think the board of education will need to take in the first year or two to ensure that this school is successful?
 - Response: A successful school is one that embodies a culture of high-performance based on individual students' academic success, and this culture is reiterated throughout all systems, communications and vested community stakeholders. The board will work in concert with the Head of School to ensure international academic standards are met. Additionally, it is important that the board encourage community investment meetings as an opportunity to create open dialogue to discuss relevant feedback, parent surveys and qualitative data on a monthly basis. This type of transparency will assist in creating a healthy organizational culture and is prudent to making academic adjustments when and where needed.

III. Conflict of Interest Disclosure

12. Do you or your spouse know any of the other prospective board members? If so, please so indicate the name of the person and the relationship.
 - Response: Yes. We've formed professional relationships with all of the founding board members, in that we've worked together the past two-years designing and developing the charter school application.
13. Do you or your spouse have a preexisting relationship with any people already identified as prospective school employees? If so, please so indicate and describe the relationship.
 - Response: No.
14. Do you or your spouse know anyone that plans to do business with the school? If so, please so indicate and describe the relationship and the nature of the potential business.
 - Response: No.
15. If the school proposes to partner with an educational service provider (a management company), do you or your spouse know any employees, owners, or agents of that provider? If so, please indicate the individuals you know and the nature of the relationship. (If the school does not intend to partner with an educational service provider, write "N/A").
 - Response: N/A
16. If the school intends to partner with an educational service provider, do you or your spouse have a direct or indirect ownership, employment, contractual or management interest in the educational service. (If the school does not intend to partner with an educational service provider, write "N/A").
 - Response: N/A
17. Do you anticipate conducting any business with the educational service provider, the school, or both? If so, describe the potential relationship.
 - Response: No.
18. Are there any potential ethical or legal conflicts of interests that you can foresee in the context of your service on the school's board? If so, explain.
 - Response: No.
19. How would you handle a situation in which you believe one or more members of the school's board to be engaged in self - dealing (i.e. making arrangements involving the school that materially benefit the board member, his or her friends or family.)
 - Response: The board adopted a thoughtful conflict of interest policy that we agreed to strictly enforce to ensure the question does not occur.

Richard Hu, Board Member

I. Background

1. Describe your educational and employment history. You may complete this item by attaching a resume.
 - Response: Please see attached resume.

2. If true, please affirm that you will be at least eighteen years old by January 1 of the year in which the proposed charter school would open.
 - Response: I affirm that I am at least eighteen years of age.
3. How did you become aware of the proposed charter school and the opportunity to serve as a member of its board?
 - Response: I was recruited by a fellow Kansas City Chamber of Commerce Centurions classmate. After an introduction to Thalia Cherry and learning more about the mission of the school, I knew this was worth the investment of time.
4. Explain why you would like to serve on the board.
 - Response: I would like to see our mission and vision fulfilled. The community needs more well planned and executed educational facilities.
5. Have you previously served on a board of a school district or a not-for-profit corporation (including the board of a parochial or independent private school)? If so, describe any relevant experience. If you have not had any previous service, discuss why you wish to serve in this capacity.
 - Response: I have not served on a board of a school district or charter school previous to Monarch. I co-founder and was co-president of Midwest Velo for 3 years, a not-for-profit cycling team with a goal of raising awareness and capital for local cancer research organizations. In that role I established and developed relationships with local healthcare organizations and local businesses for financial sponsorship. I currently sit on the Board of Trustees for the Lyric Opera of Kansas City.
6. What is your understanding of the appropriate role of a public charter school board member?
 - Response: School board members provide financial oversight and operational accountability through working with the Head of School. Board members also provide oversight for accomplishing academic goals.
7. What relevant knowledge and experience will you bring to the board?
 - Response: Professionally, I am an architect and business owner. Personally, I am a father of three elementary school aged children and have co-founded and served on a board meant to better the community. I believe this combination of office and home experiences will benefit the board in searching and securing a facility for young children that will give them the best environment for learning.
8. Assuming the school is successful, what is your image of how the school will look towards the end of its first year? What will it be like after four years?
 - Response: Towards the end of the first year I would like to see full enrollment and quality enrichment programmers. This would mean the board was successful in raising awareness and capital to add resources to the school.
After 4 years I would like to see the planned growth strategy executed and successful with full enrollment, International Baccalaureate certification, and become a known entity in the community as a place for young men to get the best education.

II. Educational Philosophy

9. What is your understanding of the school's mission and/or philosophy?
 - Response: We will be the only charter school in the area serving boys-only and based exclusively on the International Baccalaureate curriculum. Monarch's goal is to cultivate young men into college graduates, role models, and mentors.
10. Are you familiar with the school's proposed educational programme? How would you describe it?
 - Response: Monarch's curriculum will follow the International Baccalaureate structure. It is a progressive curriculum that nurtures students to think critically, develop depth of understanding in subjects by allowing students to discover on their own and make choices.
11. What are the characteristics of a successful school? What specific steps do you think the board of education will need to take in the first year or two to ensure that this school is successful?
 - Response: A school can only be successful if the parents are invested. The board and Head of School will need to hard to ensure buy-in by parents, students, and the community.

III. Conflict of Interest Disclosure

12. Do you or your spouse know any of the other prospective board members? If so, please so indicate the name of the person and the relationship.
 - Response: I know Ellen Neidlinger through the Centurions programme and Jessie Burkhalter through her husband, Tim Burkhalter whom I know through the Centurions. I have also been working closely with Thalia Cherry, Dan Wartick, and Laura Wagner since the beginning of this process in 2014.
13. Do you or your spouse have a pre-existing relationship with any people already identified as prospective school employees? If so, please so indicate and describe the relationship.
 - Response: No
14. Do you or your spouse know anyone that plans to do business with the school? If so, please so indicate and describe the relationship and the nature of the potential business.
 - Response: No.
15. If the school proposes to partner with an educational service provider (a management company), do you or your spouse know any employees, owners, or agents of that provider? If so, please indicate the individuals you know and the nature of the relationship. (If the school does not intend to partner with an educational service provider, write "N/A").
 - Response: No.
16. If the school intends to partner with an educational service provider, do you or your spouse have a direct or indirect ownership, employment, contractual or management interest in the educational service provider? (If the school does not intend to partner with an educational service provider, write "N/A").
 - Response: No.

17. Do you anticipate conducting any business with the educational service provider, the school, or both? If so, describe the potential relationship.

- Response: No.

18. Are there any potential ethical or legal conflicts of interests that you can foresee in the context of your service on the school's board? If so, explain.

- Response: No.

19. How would you handle a situation in which you believe one or more members of the school's board to be engaged in self-dealing (i.e. making arrangements involving the school that materially benefit the board member, his or her friends or family).

- Response: I would discuss the issue with the individual board members to ensure I understood the facts. I would also seek legal counsel to guide me and the board as we investigated the issue and sought a resolution that comported with our ethical and fiduciary obligations as charter school board members responsible for educating our children and properly handling taxpayer dollars.

Jessica Burkhalter, Board Member

I. Background

1. 1. Describe your educational and employment history.

- Response: Please see attached resume.

2. If true, please affirm that you will be at least eighteen years old by January 1 in which the proposed charter school would open.

- Response: I affirm that I am at least eighteen years old.

3. How did you become aware of the proposed charter school and the opportunity to serve as a member of its board?

- Response: I was approached by Richard Hu, who had become aware of my experiences in education.

4. Explain why you would like to serve on the board.

- Response: As an educator, I have a passion and drive to see that all children have access to quality education.

5. Have you previously served on a board of a school district or a not-for profit corporation? If so, describe any relevant experience. If you have not had any previous service, discuss why you wish to serve in this capacity.

- Response: I have not had the opportunity to serve on a school district board. I am excited to be able to offer knowledge and experience in what quality education looks like.

6. What is your understanding of the appropriate role of a public charter school board member?

- Response: A board member provides oversight and a framework for the school's success to help in reaching academic goals set.

7. What relevant knowledge and experience will you bring to the board?

- Response: Prior to joining the board, I worked as a reading consultant in VA, KS and

MO. As a former classroom teacher and reading specialist I worked with educators to create stronger literacy programs. I bring knowledge of what quality instruction looks like in the classroom regarding management and literacy instruction.

8. Assuming the school is successful, what is your image of how the school will look towards the end of the first year? What will it look like after four years?
 - Response: My outlook would be to have our target enrollment numbers met. Students and parents excited about the environment and the IB program. Staff who desires to stay and continue teaching the IB model. Ultimately, I would like to see a school that is thriving because of the IB model. It would be a place where parents send their children because of their development in becoming active, caring, life-long learners. The students would begin demonstrating respect for themselves and others.

II. Educational Philosophy

9. What is your understanding of the school's mission and/or philosophy?
 - Response: MCPA's mission is to provide a rigorous education that results in young men graduating from college and succeeding in a global community.
10. Are you familiar with the school's proposed educational program? How would you describe it?
 - Response: Yes. MCPA's educational program is built around the IB curriculum. The curriculum framework is organized into three areas: written, taught and assessed curriculum. The written curriculum explains what the students will learn. The taught curriculum sets out how educators will teach and the assessed, details the principles and practice of effective assessment in the program. It incorporates all of the main subject areas along with P.E., Art, Music and two languages (Spanish and Mandarin). While I have never taught within the IB model, I value the framework of the program. I can see how the methods described within the IB curriculum would impact all students at MCPA.
11. What are the characteristics of a successful school? What steps do you think the board of education will need to take in the first year or two to ensure that it is successful?
 - Response: MCPA will be successful when our guiding principles are met, when students, parents and staff feel connected to each other, students are excited in learning and doing their personal best and participating in community service. The board will due its diligence to ensure academic achievement goals are met. The board will review and analyze data regarding student performance.

III. Conflict of Interest Disclosure

12. Do you or your spouse know any of the other prospective board members? If so, please indicate the name of the person and the relationship.
 - Response: Yes. My husband was a Centurion with Richard Hu. I met Richard at a few functions held through this organization.
13. Do you or your spouse have a pre-existing relationship with any people already identified as prospective school employees?
 - Response: No.
14. Do you or your spouse know anyone that plans to do business with the school?
 - Response: No

15. If the school proposes to partner with an educational service provider (a management company), do you or your spouse know any employees, owners or agents of that provider?
 - Response: No, I am not familiar with any educational service providers.
16. If the school intends to partner with an educational service provider, do you or your spouse have a direct or indirect ownership, employment, contractual or management interest in the educational service provider?
 - Response: No
17. If the school does not intend to partner with an educational service provider, write “N/A”,
 - Response: N/A
18. Do you anticipate conducting any business with the educational service provider, the school, or both? If so, describe relationship.
 - Response: No.
19. Are there any potential ethical or legal conflicts of interest that you can foresee in the context of your service on the school board?
 - Response: No
20. How would you handle a situation in which you believe one or more members of the school’s board to be engaged in self-dealing?
 - Response: I would raise the issue in question at the next board meeting, so that everyone has a clear understanding of the self-dealing arrangement. Should the members of the board agree that self-dealing has occurred I would ask that those involved be removed from the board.

Laura Wagner, Board Member

I. Background

1. Describe your educational and employment history. You may complete this item by attaching a resume.
 - My resume is attached.
2. If true, please affirm that you will be at least eighteen years old by January 1 of the year in which the proposed charter public school would open.
 - I affirm that I will be over 18years.oldby January 1 of the year in which the proposed charter public school would open.
3. How did you become aware of the proposed charter public school and the opportunity to serve as a member of its board?
 - Thalia Cherry championed the idea and first asked me to serve on the board.
4. Explain why you would live to serve on the board.
 - I believe in the mission of the school and the need for it in the area in which we have outlined in the proposal.

5. Have you previously served on a board of a school district or a not-for-profit corporation (including the board of a parochial or independent private school)? If so, describe any relevant experience. If you have not had any previous service, discuss why you wish to serve in this capacity.)
 - I did not have specific school board experience when first approached by Mrs. Cherry. However, I had been asked to be oparent representative in the public meetings when the Kansas City Missouri Public Schools were forced to close several buildings and shuttle children ta different schools in order to save money when enrollment dropped. It was a difficult time, and provided me with insight into what the urban core and Kansas City Missouri Public School system needed. When my two school-aged bays were in the KCMO Public School district, we chose to put them in private school, knowing they would get a better education to that time and in that area where we lived.

Dan Wartik, Board Member

I. Background

1. Describe your educational and employment history. You may complete this item by attaching a resume.
 - Response: Please see the attached resume.
2. If true, please affirm that you will be at least eighteen years old by January 1 of the year in which the proposed charter school would open.
 - Response: I affirm that I am at lease eighteen years of age.
3. How did you become aware of the proposed charter school and the opportunity to serve as a member of its board?
 - Response: I was approached by current board members because of my working with the International Baccalaureate Organization as a Head of School.
4. Explain why you would live to serve on the board.
 - Response: As a citizen in the greater Kansas City area and also as a life time educator, I feel this chart school addresses the needs of an under-represented population. I also have been involved with the International Baccalaureate Organization and have a commitment to their vision and mission.
5. Have you previously served on a board of a school district or a not-for-profit corporation (including the board of a parochial or independent private school)? If so, describe any relevant experience. If you have not had any previous service, discuss why you wish to serve in this capacity.
 - Response: I served on the board of the Jelly Bean Conspiracy, a non-profit promoting education about special needs children through theatre production.
6. What is your understanding of the appropriate role of a public charter school board member?
 - Response: A board member provides financial oversight of the organization and operational accountability by working with school leadership. The board also oversees the academic goals along side of the school's strategic plan.

7. What relevant knowledge and experience will you bring to the board?
 - Response: I have been an educator in the Kansas City area for 22 years. I have been a classroom teacher and building administrator on the secondary level. Most recently, I have been actively involved with the International Baccalaureate Organization as a consultant, workshop leader, authorization visitor and evaluation visitor.
8. Assuming the school is successful, what is your image of how the school will look towards the end of its first year? What will it be like after four years?
 - Response: At the end of the first year, students will be the focus of the school. The teachers and the staff have a common language and a common vision that all children can succeed and the evidence is not only in the academic gains but also in the relationships that have developed. At the end of four years, the school will be an authorized IB Primary Years Program. Students and staff will be successful in the end.

11. Educational Philosophy

9. What is your understanding of the school's mission and/or philosophy?
 - Response: The school's mission and vision centers on creating global leaders for the community of Kansas City. The value of this mission is a child centered approach developing young men in the academic areas that are routed in success but also in the social and emotional arena for the confidence that is so important in developing our young men.
10. Are you familiar with the school's proposed educational program? How would you describe it?
 - Response: The International Baccalaureate Primary Years Program is a curriculum framework that prepared students for the intellectual challenges but also focuses on the development of the whole child as an inquirer. The aim of the curriculum is to develop inquiring, knowledgeable and caring your people. The curriculum is based on the strands of language, social studies, mathematics, arts, science and physical, social and personal education. The PYP lens through which teaching and learning occurs is international mindedness.
11. What are the characteristics of a successful school? What specific steps do you think the board of education will need to take in the first year or two to ensure that this school is successful?
 - Response: A successful school is only as successful as the students and family view how their relationships are with the faculty and staff. Although this can be put into quantitative data, it is important to listen to the qualitative stories. The students will tell you if the school is successful. There are secondary markers – academic scores, reading levels and other achievement tests implemented by the school leadership team. The board will work hard to ensure that the IB program is implemented with fidelity. The ensure that this school is successful will be honest and direct communication with all stakeholders.

III. Conflict of Interest Disclosure

12. Do you or your spouse know any of the other prospective board members? If so, please so indicate the name of the person and the relationship.
 - Response: No
13. Do you or your spouse have a pre-existing relationship with any people already identified as prospective school employees? If so, please so indicate and describe the relationship.

- Response: No
14. Do you or your spouse know anyone that plans to do business with the school? If so, please so indicate and describe the relationship and the nature of the potential business.
- Response: No
15. If the school proposes to partner with an educational service provider (a management company), do you or your spouse know any employees, owners, or agents of that provider? If so, please indicate the individuals you know and the nature of the relationship.
- Response: No
16. If the school intends to partner with an educational service provider, do you or your spouse have a direct or indirect ownership, employment, contractual or management interest in the educational service provider?
- Response: No
17. Do you anticipate conducting any business with the educational service provider, the school, or both? If so, describe the potential relationship.
- Response: No
18. Are there any potential ethical or legal conflicts of interests that you can foresee in the context of your service on the school's board? If so, explain.
- Response: No
19. How would you handle a situation in which you believe one or more members of the school's board to be engaged in self-dealing (i.e. making arrangements involving the school that materially benefit the board member, his or her friends or family).
- Response: I would address the issue directly by requesting the board discuss the transactions involved in the supposed self-dealing and obtain a full understanding of the potential benefits of the arrangement. I would likely advise the board to obtain the advice of legal counsel before and during this conversation. Should the board members agree that self-dealing has occurred, I would move that the person be removed from the board and aim to accomplish it with consensus of the board members.

Dan Wartik, Board Member

I. Background

1. What is your understanding of the appropriate role of a public charter school board member?
 - It is my understanding that a public charter school board member is to help determine the initial process of starting the school, seeking the right credentials for the school and leadership, and providing structure to allow the school to continue succeeding, once developed.
2. What relevant knowledge and experience will you bring to the board?
 - In my role, have been asked to assist with the marketing and promotion of the school to the neighborhoods and Kansas City, Missouri at large. I have over 20 years of marketing

and public relations/public involvement experience in this region, and believe I can fulfill the responsibilities of this role.

3. Assuming the school is successful, what is your image of how the school will look towards the end of its first year? What will it be like after four years?
 - At the end of the first year, I imagine grateful parents, smiling students and proud teachers. I imagine an increase in interest from surrounding schools and parents and teachers from other school districts interested in joining our staff. After four years we will have a waiting list for students and potential teachers.

II. Educational Philosophy

4. What is your understanding of the school's mission and/or philosophy?
 - The mission of Monarch is to provide rigorous education resulting in young men graduating from college and succeeding in a global community. The mission of Monarch is to produce graduates who are thought leaders, role models and agents of change in the Kansas City community and the world; building leaders one male at a time. We envision that the institutional fabric and infusion of "I Am My Brother's Keeper" principles will transform our students into a lifelong brotherhood dedicated to the betterment of the individual, the community, and our world by creating opportunities to develop leadership skills, participate in service to others, achieve academic excellence, experience cultural diversity and practice personal integrity. We aim to shift the culture of young boys. in these communities to aspire to attend college, value education, and at the earliest age, be given the tools to meet those goals.
5. Are you familiar with the school's proposed educational program? How would you describe it?
 - An /8 Elementary School program.
6. What are the characteristics of a successful school? What specific steps do you think the board of education will need to take in the first year or two to ensure that this school is successful?
 - Hiring an excellent Head of School will be the most important step for us. Someone passionate who understands the /8 curriculum will be the lynchpin to all other staff hires and the energy and heartbeat of the school itself.

III. Conflict of Interest Disclosure

7. Do you or your spouse know any of the other prospective board members? If so, please so indicate the name of the person and the relationship.
 - Neither my spouse nor I know any prospective board members now.
8. Do you or your spouse have a pre-existing relationship with any people already identified as prospective school employees? If so, please so indicate and describe the relationship.
 - Neither my spouse nor I know any prospective employees at this time.
9. Do you or your spouse know anyone that plans to do business with the school? If so, please so indicate and describe the relationship and the nature of the potential business.
 - No, neither I or my spouse know anyone who plans to do business with the school.
10. If the school proposes to partner with an educational service provider (a management company), do you or your spouse know any employees, owners, or agents of that

provider? If so, please indicate the individuals you know and the nature of the relationship. (if the school does not intend to partner with an educational service provider, write "N/ A").

- No. Neither my spouse nor I know anyone in this capacity.
11. If the school intends to partner with an educational service provider, do you or your spouse have a direct or indirect ownership, employment, contractual or management interest in the educational service provider? (If the school does not intend to partner with an educational service provider, write "N/A").
- No. Neither my spouse nor I know anyone in this capacity.
12. Do you anticipate conducting any business with the educational service provider, the school, or both? If so, describe the potential relationship.
- No. Neither my spouse nor I plan to conduct any business with anyone affiliated with the school.
13. Are there any potential ethical or legal conflicts of interests that you can foresee in the context of your service on the school's board? If so, explain.
- No. I do not anticipate any ethical nor legal conflicts of interest in the context of my service on the school's board at this time.
14. How would you handle a situation in which you believe one or more members of the school's board to be engaged in self- dealing (i.e. making arrangements involving the school that materially benefit the: board member, his or her friends or family).
- I would have the direct conversation with the individual whom I believed to be self-dealing, and question the situation with the individual. If my concerns are realized following the situation, or if I did not receive suitable answers to address my concerns, I would bring the matter before the Board.

Gina Robinson, Board Member

1. Describe your educational and employment history. You may complete this item by attaching a resume. *See attached resume.*
2. If true, please affirm that you will be at least eighteen years old by January 1 of the year in which the proposed charter public school would open. *Yes*
3. How did you become aware of the proposed charter public school and the opportunity to serve as a member of its board? *I was introduced to the board, vision and mission of the charter school through Thalia Cherry*
4. Explain why you would like to serve on the board. *Serving as a member of a school board is a great way to create a shared vision for academic achievement by establishing a rigorous culture of learning, create an expectation of high academic standards for all students in relevant subject areas, courses of study and curriculum.*
5. Have you previously served on a board of a school district or a not-for-profit corporation (including the board of a parochial or independent private school)? If so, describe any relevant experience. If you have not had any previous service, discuss why you wish to serve in this capacity. *No*
6. What is your understanding of the appropriate role. *As a member of the school board member it enables one to firmly instill an environment of collaborative relationships where all*

stakeholders are welcome to participate in the development of a high performing school district. This is accomplished through effective communication and creating opportunities for transparency and accountability.

7. What relevant knowledge and experience will you bring to the board? *Expertise in financial and fiscal management, grants management, Human Resources, and organizational development.*
8. Assuming the school is successful, what is your image of how the school will look towards the end of its first year? What will it be like after four years?

Educational Philosophy

9. What is your understanding of the school's mission and/or philosophy?

10. Are you familiar with the school's proposed educational program? How would you describe it? *High performing and focuses on concepts and principles of the International Baccalaureate program.*

11. What are the characteristics of a successful school? *Academic achievement, parent engagement, increased graduation rates.* What specific steps do you think the board of education will need to take in the first year or two to ensure that this school is successful? *Developing milestones to measures outcomes and have clearly defined expectations. Having the flexibility to make changes in situations where milestones and/or expectations are not being met.*

Conflict of Interest Disclosure

12. Do you or your spouse know any of the other prospective board members? If so, please so indicate the name of the person and the relationship. *Thalia Cherry (friend)*
13. Do you or your spouse have a pre-existing relationship with anyone already identified as prospective school employees? If so, please so indicate and describe the relationship. *No*
14. Do you or your spouse know anyone that plans to do business with the school? If so, please so indicate and describe the relationship and the nature of the potential business. *No*
15. If the school proposes to partner with an educational service provider (a management company), do you or your spouse know any employees, owners, or agents of that provider? If so, please indicate the individuals you know and the nature of the relationship. (If the school does not intend to partner with an educational service provider, write "N/A"). *No; N/A*
16. If the school intends to partner with an educational service provider, do you or your spouse have a direct or indirect ownership, employment, contractual or management interest in the educational service provider? *No*
17. Do you anticipate conducting any business with the educational service provider, the school, or both? If so, describe the potential relationship. *No*
18. Are there any potential ethical or legal conflicts of interests that you can foresee in the context of your service on the school's board? If so, explain. *No*

19. How would you handle a situation in which you believe one or more members of the school's board to be engaged in self- dealing (i.e. making arrangements involving the school that materially benefit the board member, his or her friends or family. *No*
1. Describe your educational and employment history. You may complete this item by attaching a resume. *See attached resume.*
2. If true, please affirm that you will be at least eighteen years old by January 1 of the year in which the proposed charter public school would open. *Yes*
3. How did you become aware of the proposed charter public school and the opportunity to serve as a member of its board? *I was introduced to the board, vision and mission of the charter school through Thalia Cherry*
4. Explain why you would live to serve on the board. *Serving as a member of an school board is a great way to create a shared vision for academic achievement by establishing a rigorous culture of learning, create an expectation of high academic standards for all students in relevant subject areas, courses of study and curriculum.*
5. Have you previously served on a board of a school district or a not-for-profit corporation (including the board of a parochial or independent private school)? If so, describe any relevant experience. If you have not had any previous service, discuss why you wish to serve in this capacity. *No*
6. What is your understanding of the appropriate role. *As a member of the school board member it enables one to firmly instill an environment of collaborative relationships where all stakeholders are welcome to participate in the development of a high performing school district. This is accomplished through effective communication and creating opportunities for transparency and accountability.*
7. What relevant knowledge and experience will you bring to the board? *Expertise in financial and fiscal management, grants management, Human Resources, and organizational development.*
8. Assuming the school is successful, what is your image of how the school will look towards the end of its first year? What will it be like after four years?

Educational Philosophy

9. What is your understanding of the school's mission and/or philosophy?
10. Are you familiar with the school's proposed educational program? How would you describe it? *High performing and focuses on concepts and principles of the International Baccalaureate program.*
11. What are the characteristics of a successful school? *Academic achievement, parent engagement, increased graduation rates.* What specific steps do you think the board of education will need to take in the first year or two to ensure that this school is successful? *Developing milestones to measures outcomes and have clearly defined expectations. Having the flexibility to make changes in situations where milestones and/or expectations are not being met.*

Conflict of Interest Disclosure

12. Do you or your spouse know any of the other prospective board members? If so, please so indicate the name of the person and the relationship. *Thalia Cherry (friend)*
13. Do you or your spouse have a pre-existing relationship with any people already identified as prospective school employees? If so, please so indicate and describe the relationship. *No*
14. Do you or your spouse know anyone that plans to do business with the school? If so, please so indicate and describe the relationship and the nature of the potential business. *No*
15. If the school proposes to partner with an educational service provider (a management company), do you or your spouse know any employees, owners, or agents of that provider? If so, please indicate the individuals you know and the nature of the relationship. (If the school does not intend to partner with an educational service provider, write "N/A"). *No; N/A*
16. If the school intends to partner with an educational service provider, do you or your spouse have a direct or indirect ownership, employment, contractual or management interest in the educational service provider? *No*
17. Do you anticipate conducting any business with the educational service provider, the school, or both? If so, describe the potential relationship. *No*
18. Are there any potential ethical or legal conflicts of interests that you can foresee in the context of your service on the school's board? If so, explain. *No*
19. How would you handle a situation in which you believe one or more members of the school's board to be engaged in self-dealing (i.e. making arrangements involving the school that materially benefit the board member, his or her friends or family. *No*

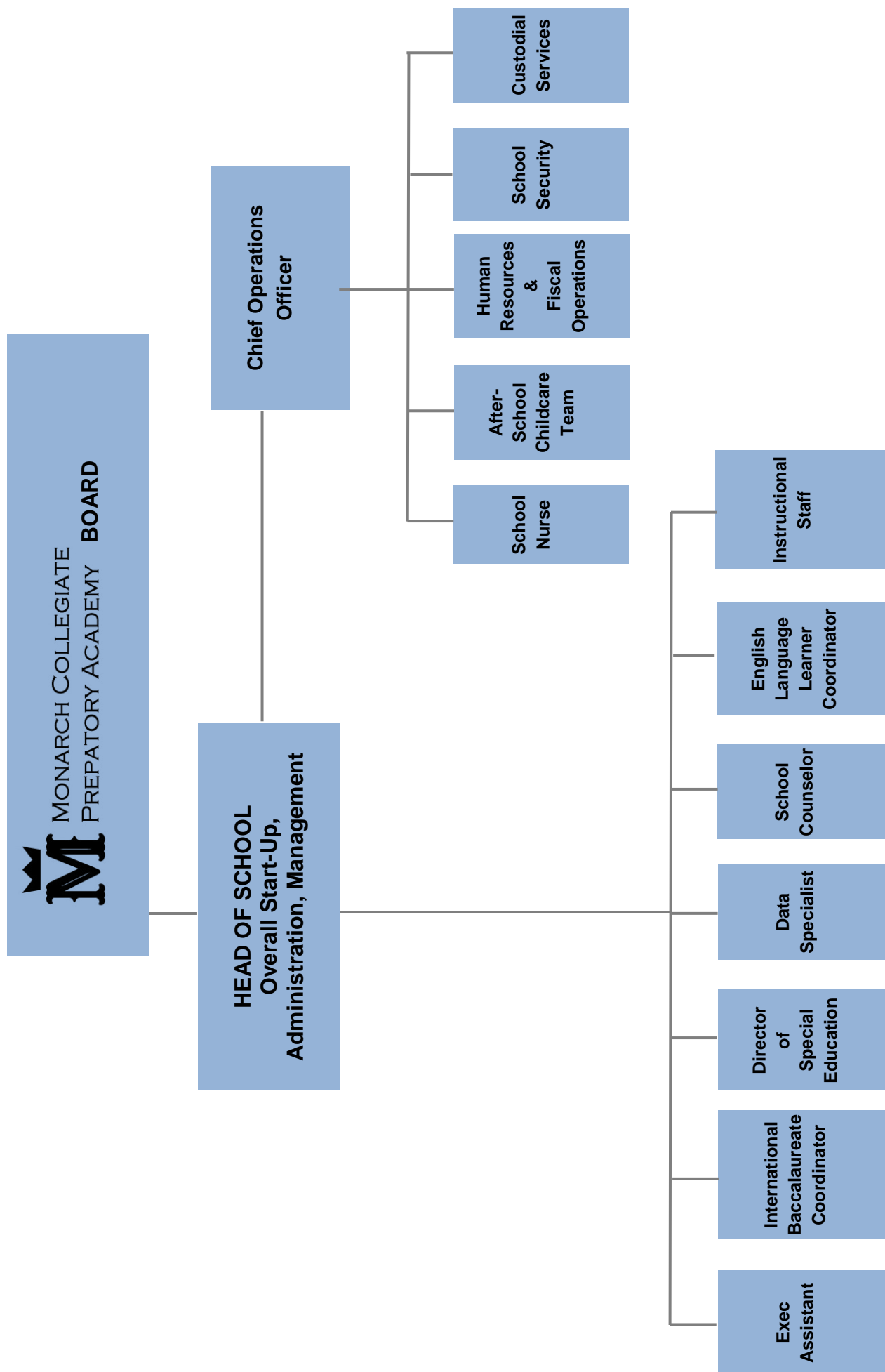
B.3 Management and Operation

Great charter schools are filled with people who are deeply committed to the school's mission, educational philosophy and operating procedures. Having a dynamic leadership board is an integral part to the success and sustainability of the school as a whole. The best philosophy, strategy, and curriculum will not produce desired student outcomes if the school does not have the correct leadership and direction. This section addresses the important role of leadership in the development of the charter school, and the desired experience and qualifications of Monarch Collegiate Preparatory Academy's founding leadership team. In addition, high-level descriptions of executive staffing positions anticipated for the first five years of operation. Monarch reserves the right to modify aspects of its management model and anticipated staff roles with school board approval and appropriate sponsor engagement and/or approval.

Overall Organizational Structure and Decision

As noted throughout, Monarch is a single 501c3 organization, and a single Local Education Agency (LEA) that will operate a kindergarten through 12th grade school. Monarch is governed by a Board of Directors (see Sections B.1 and B.2), to which the Head of School reports. The academic and administrative leaders who directly operate the schools, and the services that support them, report to the Head of School, as shown in Exhibit B.3.1 below. Each of these entities and the committees that they appoint follow the Organizational Decision Matrix (see Appendix B.3 Organizational Decision Matrix) to determine official decision-making protocol.

Exhibit B.3.1 -INSERT ORG CHART



Staffing Schedule

Position	Schedule Timeline
Head of School	January 2018
Chief Operations Officer	March 2018
IB Coordinator	March 2018
Certified Educators/Personnel	April 2018 (contracts completed)
Non- Certified Personnel	April 2018 (contracts completed)
Contractors	April 2018 (contracts completed)
All Personnel Report	July 1, 2018

Basic Organizational Structure

As presented in the Organizational Chart provided in this application, the Monarch Collegiate Preparatory Academy Board of Directors will serve as the primary governing authority over the school. The board will monitor the school's adherence to the philosophy and approach outlined in this application, track progress toward academic and non-academic goals, ensure ethical operations within established budgetary parameters, and evaluate the effectiveness of the school's Head of School. The Head of School reports directly to the board and will make reports on all critical aspects of the school at regularly scheduled board meetings. All school-wide administrative staff will report to the Head of School. Monarch's staffing overview reflects its priority to dedicate as many resources as possible to student achievement. Allowing instructional leadership and staff the opportunity to dedicate their time and attention to student learning also undergirds decisions regarding administrative staff. More detailed information regarding administrative positions is provided below.

Head of School

The Head of School is responsible for the overall start-up, administration, and management of Monarch Collegiate Preparatory Academy, including school philosophy, school design, staffing, operations, and culture. The Head of School will be charged with founding and directing a high-performing urban charter school unrelentingly focused on student achievement. Areas of responsibility include board relations, policy development, staff and organization evaluation, fiscal management, and outreach to internal and external stakeholders. All administrative positions at the school will report to the Head of School. The Head of School will be responsible for activities associated with the Chief of Operations position in the first two years of school operation. The Monarch Collegiate Preparatory Academy Board will support the Head of School to ensure the school adequately establishes its systems and procedures in the first year, particularly in areas of financial management and business administration.

Chief Operations Officer

The Chief Operations Officer will be responsible for the day-to-day finances, reporting, and non-academic operations at the school. The Chief Operations Officer will be responsible for the maintenance and security of confidential student and employee records, as well as ensuring the school complies with requisite Core Data reporting requirements as set forth by DESE. The Chief Operations Officer will report to the Head of School. Professional services are budgeted to help the Head of School with business and finance activities in the school's early years.

Executive Assistant

Beginning in Year One, the Monarch Collegiate Preparatory Academy will employ an Executive Assistant (EA) at the organizational level to provide general clerical support to administrative personnel and serve as the school's first point of direct contact with external stakeholders (primarily student and families). The EA will report to the Head of School and will manage incoming communications, absence reporting, school visits, and office organization among other duties.

International Baccalaureate Coordinator

The International Baccalaureate Coordinator is responsible for leading the International Baccalaureate Program at Monarch Collegiate Preparatory Academy, and has responsibility for the academic and pastoral needs of the International Baccalaureate students. In addition, the coordinator is a member of the School Leadership Team, working closely with and answering directly to the Head of School. The International Baccalaureate Coordinator is responsible for the management of assessment requirements, coordinating International Baccalaureate exams and registration, and certifications. Additionally, the International Baccalaureate coordinator will coordinate and execute all professional development and PYP training for instructional staff.

Director of Special Education

Monarch Collegiate Preparatory Academy will hire one Director of Special Education for meeting the needs of the school. The Director of Special Education will be hired in Year One. Anticipated responsibilities for this position include coordinating identification, assessments, Individual Education Plan (IEP) creation, monitoring, aligned professional development, code/legal compliance, and facilitation of models like RTI. The Director of Special Education report to the Head of School.

Data Assessment Coordinator

The Data Assessment Coordinator will be in charge of overseeing the data requirements necessary for internal reporting, IB reporting and research, and all state reporting requirements, inclusive of data management, reporting and data-driven decision making. The Board of Directors and the Head of School recognize the importance of well-planned and implemented data collection and management to support the short-term progress and long-term viability of our schools.

Compliance

Monarch intends to comply with all data collection required by DESE. The Head of School will determine and select a web-based student information system that collects and tracks student data including student attendance hours, eligibility for free or reduced price lunch, special education and Limited English Proficient students statuses. This student information system will allow Monarch staff to track educator data in a format that complies with MOSIS data collection expectations. The Head of School will use appropriate data to inform our institution-wide progress-oriented approach to achievement. The Data and Assessment Coordinator is responsible for reporting Core Data, school statistics and achievement data to the Department of Elementary and Secondary Education, the U. S. Department of Education, federal funding agencies, and private supporters. In addition to our student information system, Monarchs commissions a

customized data trackers for discipline incident reports, standardized test performance, financial reporting and operations.

School Counselor

Beginning in Year One, Monarch will employ a School Counselor. The School Counselor will support students and staff in areas concerning social work, mental health, general well-being, and other personal guidance not directly related to college preparedness. The School Counselor will have credentials and experience in areas related to social work and personal counseling services. Distinguishing school counseling from college preparation activities will allow personnel working in each area to focus on their respective areas of expertise, rather than attempting to combine all traditional guidance counseling activities in a single position.

English Language Learner Coordinator

At full enrollment, Monarch Collegiate Preparatory Academy anticipates employing one ELL Coordinator. Additional hiring decisions will be based on enrollment of ELL students. Monarch is currently estimating ELL enrollment as ten percent of the overall student body for revenue purposes. The ELL Coordinator will lead identification and support activities for ELL students and work with teachers to develop appropriate instructional techniques, curriculum modifications, viable assessments, and provide classroom assistance for identified students. The ELL Coordinator will report to the Head of School.

Instructional Staff

Monarch Collegiate Preparatory Academy leadership will develop detailed job descriptions for all instructional staff, including classroom teachers, apprentice teachers, and classroom aides. Based on observations of highly effective charter schools across the country, Monarch Collegiate Preparatory Academy anticipates hiring teachers who believe all children can learn at a high level and are willing to do “whatever it takes” to help students reach their potentials. Monarch Collegiate Preparatory Academy will hire eight educators for the commencing year. These educators will be trained to educate students in Spanish, Mandarin, Physical Education, Art, Music, Reading, and Math, respectively. Monarch will recruit the best and the brightest educators to best serve the students. Specifically, Monarch will actively recruit educators familiar with the IB and the programme rigors. General expectations regarding instructional staff are included in Section B.4: Staffing and Human Resources. All staff and volunteers in direct contact with students will be subject to criminal and child abuse registry background checks.

The internal staff demographic is as follows, pending enrollment and budget projections are met:

2018	Head of School, IB Coordinator, 4 Teachers, Chief Operations Officer, Director of Special Education, Executive Assistant, ELL Coordinator, School Counselor, Data Assessment Coordinator
2019	Head of School, IB Coordinator, 8 Teachers, Chief Operations Officer, Director of Special Education, Executive Assistant, ELL Coordinator, School Counselor, Data

	Assessment Coordinator
20120	Head of School, IB Coordinator, 12 Teachers, Chief Operations Officer, Director of Special Education, Executive Assistant, ELL Coordinator, School Counselor, Data Assessment Coordinator
2021	Head of School, IB Coordinator, 16 Teachers, Chief Operations Officer, Director of Special Education, Executive Assistant, ELL Coordinator, School Counselor, Data Assessment Coordinator. School Nurse
2022	Head of School, IB Coordinator, 20 Teachers, Chief Operations Officer, Director of Special Education, Executive Assistant, ELL Coordinator, School Counselor, Data Assessment Coordinator

School Nurse

Because enrollment changes relatively quickly over the school's first five years of operation, Monarch Collegiate Preparatory Academy is budgeting for school nursing functions in the "Contracted Services" section of its initial financial model. School leadership may determine it is necessary to hire a permanent school nurse position; however many charter and district schools share nursing resources by contracting for services from companies or individuals with appropriate certification, credentialing, and background check clearance. Monarch Collegiate Preparatory Academy nursing services will provide basic care and screenings to students as appropriate, work with counselors on issues of abuse, neglect and malnutrition, and provide necessary training to staff in matters of student health or emergency aid.

After-School Childcare Team

To best serve the needs of our students, Monarch plans to provide after-school childcare services at a discounted rate to parents. This is to ensure that students are provided with a safe and stimulating environment when parents have work obligations. The after-school childcare team is especially cogent because Monarch anticipates many working and lower class families will need special arrangements while parents are at work. All childcare staff will be fully trained, licensed, and compliant with all relevant laws and regulations. The after-school childcare team is included in the "Contracted Services" section of the initial financial model.

Human Resources and Fiscal Operations

Monarch Collegiate Preparatory Academy plans to hire a third party to handle the human resources. Payroll, employee benefits, accounting, and other related activities will be handled by

the Chief of Operations. The human resources team is included in the “Contracted Services” section of the financial model.

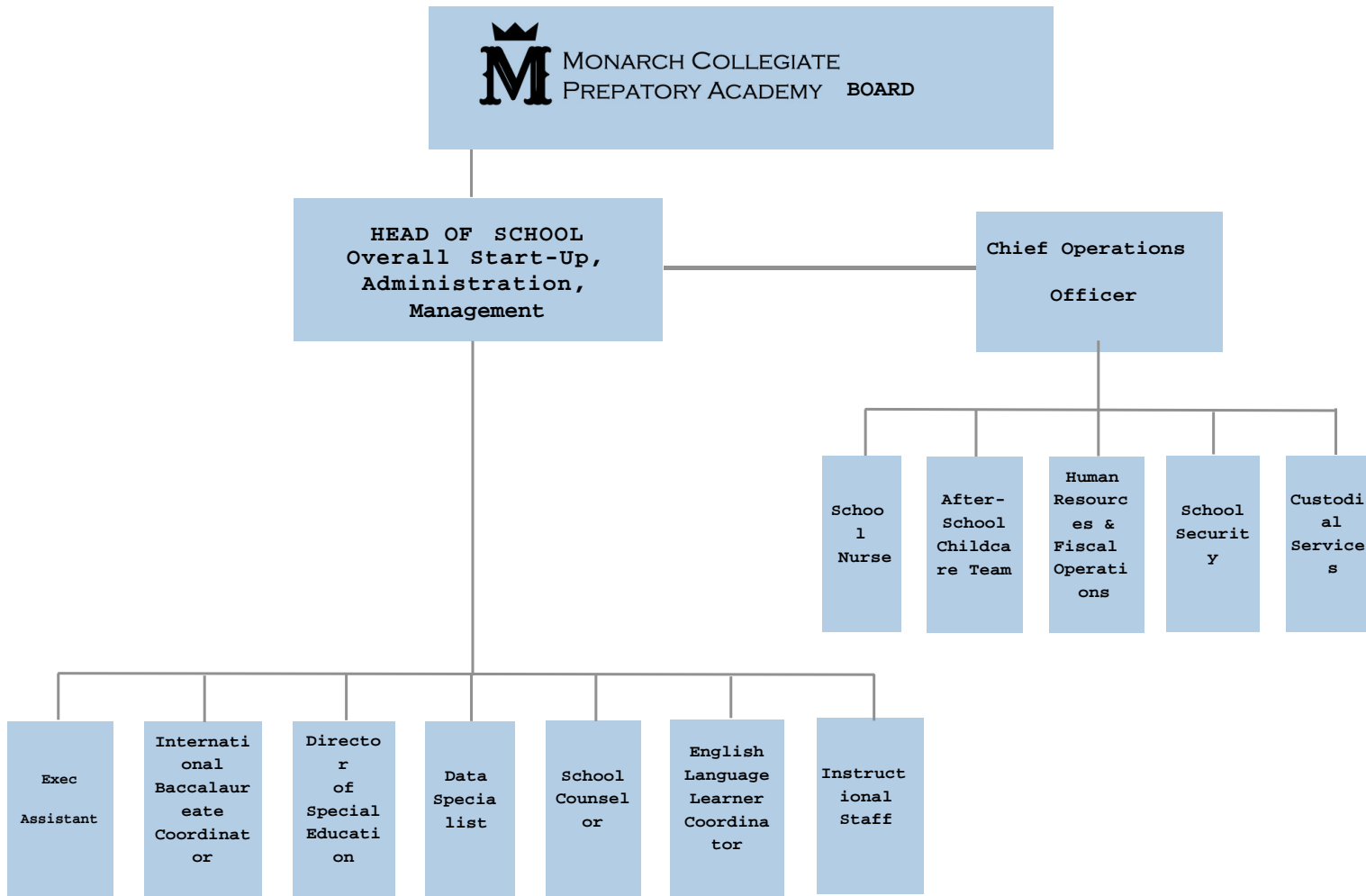
School Security

In order to ensure appropriate funding is allocated for security services, Monarch Collegiate Preparatory Academy includes a baseline designated cost for building security at \$0.40 per square foot in its facilities financial model. In Years One through Five Monarch Collegiate Preparatory Academy budget provides approximately \$30,000 each year for school security monitoring (within the facilities assumption). These numbers can be adjusted by school leadership to reflect the needs of the school for both static security (alarms, cameras, etc.) and personal security (contracted or hired human resources). The purpose of school security is to provide a safe learning environment for students, staff, and visitors inside and outside the school. Personal security may include, but not be limited to, patrolling the building and grounds, assisting with student pick-up/drop-off procedures, visitor escorts, emergency planning (evacuations / severe weather), and basic first aid services. Individuals providing security services will be appropriately trained and certified in addition to the requisite criminal and abuse registry background checks.

Custodial Services

Monarch Collegiate Preparatory Academy will contract for custodial services to provide a safe and sanitary education environment for students. Custodial staff will perform general maintenance, landscaping, snow-removal, and cleaning services. Custodial contracting is budgeted in both “Contracted Services” and in the estimated facilities calculation. Custodial personnel will be subject to the same criminal background and child abuse registry checks as all other staff.

Appendix .B.2 Staffing Job Descriptions



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What follows are brief job descriptions/requirements for key academic and organizational leadership positions identified. The descriptions explain the management roles and responsibilities of key administrators with respect to instructional leadership, curriculum development and implementation, personnel decisions, budgeting, financial management, and legal compliance.

Head of School

The Head of School(HOS) of Monarch oversees the implementation of Board- approved policies, outcomes and budgets for each school that provide for balanced decision-making, empowered committee involvement and equitable resource- sharing. The HOS is responsible to the Board for hiring, inspiring, leading and managing Monarch academic and administrative leaders so that Monarch may fulfill its mission and vision. The Head of School works to maintain proactive, productive communication with the Board of Directors and related committees, assuring compliance with local, state and national governmental agencies, and leading organizational development. The Head of School is a dynamic instructional leader who spearheads the development of the school's curriculum and culture and has an unswayable belief that ALL students can achieve at high levels. The Head of School leads teachers and staff in the development and on-going improvement of an internationally-recognized program, guides teachers in the implementation of school-wide best practices, discipline-specific curricula and assessments, and school culture; and trains, supervises, and evaluates all staff and teachers and has the final say in all hiring decisions. The Head of School is the public face of the school in the community, working to build a connection between school, families and other stakeholders that is strong, mutually respectful, and marked by continual communication about student performance and behavior. The Head of School leads the staff in reaching out to families and the community to recruit students and staff and build a network of collaboration that supports student success. The Head of School reports to the Board of Directors.

Key Responsibilities:

- Develop high-performing academic and co- curricular programming for grades preK-12
- Design network articulation, assessment and graduation requirements that incorporate language immersion and International Baccalaureate frameworks for all students.
- Develop budgets and staffing requirements necessary to achieve the goals of Monarch.
- Identify, recruit and manage effective personnel who will develop and maintain internal reporting and services.
- Ensure that the Central Office team effectively manage operational and finance data and data analysis to drive increasingly efficient operations
- Provide administrative support, research and performance data to the Board of Directors for their analysis and policy development.
- Build a strong coalition of financial and in-kind support including funders, community leaders, government officials, business leaders and others.
- Protect and present the Monarch brand through public speaking and published media pieces in, local, national and international venues
- Oversee high quality implementation of each school's educational design, including

- standards, assessments, instructional guidelines, and school culture
- Ensure that schools are meeting student achievement goals through regular review of internal benchmarks (like NWEA and STAMP), MAP, IB data
- Maintains an open-door policy for parents Participates in Family conferences when appropriate
- Actively participates in School Enrichment Program opportunities
- Oversee the implementation of the school's annual Board-approved budget
- Ensure that schools build and cultivate a robust talent pipeline
- Oversee major student discipline issues including expulsion hearings and student attendance violations
- Ensure that each MCPA school is an IB World Authorized School within three to five years of operations
- Ensure preK-12 IB articulation and professional continuity
- Help chart short and long-term strategy for the organization
- Represent Monarch at national and international academic and teacher development forums

Skills and Qualifications:

Unquestioned integrity and commitment to Monarch's mission and vision

Demonstrated success leading a high-performing school closing the achievement gap

Strong management skills, with the ability to motivate and develop a diverse group of leaders

Inspire a culture of mission-driven excellence

Implement and enhance a total immersion of the IB program that promotes an international perspective for responsible citizenry at both a local and international level

Manage and supervise all full and part-time staff

Ensure that all teachers are highly qualified, certified and have Individual Professional

Development plans on file that are aligned with the school's accountability plan

Coordinate and oversee staff development and training that is aligned with Missouri Learning Standards, IB Primary Years Programme framework, and the Monarch accountability plan

Conduct regular staff meetings

Design and implement Professional Development Series and facilitate bi-weekly professional development workshops

Oversee school data reporting systems and data analysis to inform instructional practice

Effectively recruit and retain a diverse staff and student population

Effectively implement data-driven decisions following the school's accountability plan

Minimum Qualifications:

MA/ MS/ MSW in Education related field (Administration, Curriculum & Instruction, Linguistics, etc.)

Expert teacher and administrator with at least three years of demonstrated experience in under-served populations

Fluency in immersion language

Relevant teaching certificate: immersion language, elementary education, early childhood education, subject-specific

Excellent community-building skills

Extensive knowledge of curriculum development
Able to create and sustain positive, ambitious school culture among staff and students
Experience in assessment and achievement data analysis
A record of success in supporting teacher development
Communicate effectively with all stakeholders: students, parents, staff, Board, DESE and greater community

Director of Special Education

The Director of Special Education will ensure that all students, across all schools, achieve positive academic results through co-curricular support services. The Coordinator inspires a culture of mission-driven excellence and articulates the alignment of co-curricular support services with the Monarch mission to position all students for success in intellectually-inspiring, holistic language immersion program. The Director of Special Education understands how each of these student services provides differentiated instructional experiences for all students and is able to analyze program performance data and student performance data to drive support services available district-wide. The Director of Special Education reports to the Head of School.

Appropriately identify and place students with disabilities
Comply with state and federal requirements for the implementation of the Individuals with Disabilities Education Act, IDEA
Assure special education process complies with IDEA, state Compliance Manual, Standards Manual, and the District Special Education Compliance Plan
Track all compliance needs for state reporting in IMACS via an internal tracking program like SpEdTrak
Stay current with trends, requirements, and special educational legal and procedural developments
Design, Develop and Coordinate Special Education Services
Liaise with city, state, and national entities involved in providing support and services to students with disabilities.
Hire, place, evaluate and terminate direct reports
Promote dialogue and peer learning among support educators, lead teachers and teacher assistants.
Provide on-going professional training and coaching to special education teachers, related service providers, staff and administrators.
Design and facilitate professional development to help instructional team understand and implement the key aspects of the special education.
Develop progress-monitoring systems for interventions, counseling, and special education programs.
Advocate for changes in practice that will support improved performance of students with disabilities
Ensure that parents/family receive timely, pertinent information about student support services, student referrals, IEPs and service options
Oversee the implementation of the support services annual Board-approved budget
Draft and annually revise policies and procedures regarding student support services in accordance with IDEA and any other federal and state mandates.

Minimum Qualifications:

Five plus years of experience in teaching, teacher coaching, and/or student support
Master's or Education Specialist degree in Special Education, School Psychology, Public Health or related field

Data Assessment Coordinator

The Data Assessment Coordinator coordinates and facilitates the development and implementation of Monarch comprehensive accountability system and the development of key performance management tools designed to align district resources and processes. This includes the facilitation and analysis of all districtwide student assessments, community climate surveys and external data reporting. The Data and Assessment Coordinator reports directly to the Head of School.

Key Responsibilities

Serve as district testing coordinator with DESE for MAP, WIDA/W-APT, EOC.
Schedule and/or facilitate staff professional development for NWEA, NOELLA and STAMP assessments
Train and supervise test proctors and schedule internal test administrations in L1 and L2
Facilitate distribution and analysis of annual school climate surveys to parents, faculty and students
Present regular data reports to district and school administrative staff Align internal data reports to mirror MSIP5 guidelines
Coordinate and present analysis of student performance on external and internal standardized assessments
Assist Development office with data reports for funding requirements
Research, compile, monitor, and train others on data/information storage and use (e.g. student transcripts and records, etc.) for the purpose of ensuring compliance with federal, state, and District reports.
Oversee enrollment, residency and attendance policy implementation
Schedule annual revisions of data and assessment procedures
Oversee all reporting to DESE through Core Data and MOSIS and sponsor reporting through AOIS Attend in-service trainings, staff meetings, workshops, etc. as assigned for the purpose of conveying and/or gathering information

Qualifications:

Master's Degree in curriculum and instruction, public administration, statistical analysis or related field
An equivalent combination of skills, education and experience may be considered.
Two years of progressively responsible relevant administrative experience in an academic setting
Proficiency in word processing, spreadsheet, publishing/presentation software

International Baccalaureate Coordinator (PYP)

The Coordinator will have responsibilities that span curriculum development and

coordination, and professional development for instructional staff. The PYP Coordinator reports directly to the Head of School and serves on the Instructional Leadership Team with the Heads of School.

Key Responsibility

Work with the Heads of School, staff and outside consultants to ensure that the school has a high-quality data-driven professional development program

Work with the Heads of School to coordinate and co-facilitate staff training and planning, and leading weekly meetings

Observe classroom teachers and provide structured, non-evaluative feedback on literacy implementation.

Assist in the design and on-going implementation of the school's assessment program

Ensure that copies of IB publications are available to all staff members.

Establish and maintain a record of completed unit planners.

Publish the school's programme of inquiry, scope and sequence and capstone experiences.

Lead the process of developing or reviewing the school's curriculum documents, including the programme of inquiry and scope and sequence documents.

Ensure that agreements are formulated for assessment and for teaching and learning language. Participate in the formation of the school's strategic development plan.

Ensure that the document entitled *General regulations: Primary/Middle/Diploma Years Programme* is supplied to parents (available on the IB public website, IBNET and IB HeadNet). Ensure that the document entitled *Rules for IB World Schools: Primary Years Programme/Middle Years Programme/Diploma Programme* is shared with relevant staff (available on the IB public website, IBNET and IB HeadNet).

Keep a record of workshop attendance and school site visits to ensure equality of opportunity and to identify ongoing needs.

Support the teachers responsible for, and the students involved in, the PYP exhibition in 5th grade.

Minimum Qualifications

BA/BS in Education, Language and Literacy, Linguistics or related field

A minimum of three years demonstrated, effective elementary classroom instruction

Chief Operations Officer

The Chief Operations Officer is responsible for the successful growth of the organization with respect to fiduciary performing and real estate portfolio. Responsible for the oversight of all finance and facilities projects that lead to scalability and sustainability for growth of the Monarch network. Supervises any and all in-house accounting staff, external accounting consultants, audit teams, and state and federal tax requests. The Chief Operations Officer reports to the Head of School.

Key Responsibility

Responsible for overall financial operation of the school network

Works with President to develop the annual budget for the school and participates in preparing grant proposals and identifying funding from a variety of sources.

Directs long-term strategic planning for capital expenditures that will be required due to changes in school population, aging of buildings, etc.

Establishes internal processes and audit procedures to ensure proper financial management.

Oversees annual external audit process.

Monitors legislation and ensures that the school is compliant with all laws and regulations.

Responsible for facilities expansion, selection and contract negotiations for purchase and/or optioning commercial real estate of the school network.

Under direction of the President, articulates and implements master campus plan.

Directs architects, financial advisors and developers to secure facilities that align with master campus plan in the most time and cost- effective schedule.

Develops specific short- term and long- term strategic plans and programs, in accordance with supporting budget requests, financial estimates, and facilities projections.

Provides leadership, training, and daily supervision to Finance and Facilities staff; monitors employee productivity, workload and morale with the goal of promoting employee satisfaction while accomplishing the school's mission.

Oversees and is responsible for all operational goals and objectives as outlined by the school's strategic plan's initiatives. Establishes and monitors priorities and evaluates the school's progress toward goals; reviews, evaluates and adjusts project outcomes; assesses and develops recommendations for changes in policies and procedures within the organization.

Develops specific short-term and long-term strategic plans and programs, in accordance with supporting budget requests and financial estimates.

Develops and manages contractual agreements for approved consulting work necessary for the completion of departmental projects and operational services. Allocates and adjusts resources as needed to meet scheduled work plans and projects.

Researches, develops proposals and oversees vendor services. In accordance with board-approved policies, initiates and reviews bids and RFPs for contractor services. Negotiates all rates, services, and administrative processes for food services, transportation, custodial, maintenance, and employee benefits.

Responsible for the compliance of the school's safety policies and work practices, federal, state, and local laws and regulations

Responsible for annual review of human resources practices at the school and central office level

Provides leadership, training, and daily supervision to Operations staff; monitors employee productivity, workload and morale with the goal of promoting employee satisfaction while accomplishing the school's mission.

Reviews and approves cost control reports, cost estimates, and workforce and facilities requirements forecasts.

Supervises in- house IT staff and external IT consultants to provide reliable technology infrastructure, support to all professional staff and improve learning experiences

Qualifications and Experience

Minimum of (5-7+) years' experience in financial management with increasing responsibilities for multi-faceted direction and planning. Excellent financial analysis ability; ability to communicate complex financial issues in clear, concise manner.

Minimum (5-7+) years' relevant operations management experience, inclusive of developed strategies

Experience in not-for-profit real estate development with working knowledge of all federal, state and local incentives for historic and new construction

Active experience in managing design and construction projects and a working knowledge of construction processes, drawings, bid specifications and related matters

Experience in securing commercial financing with local and/or national banks

Bachelor's Degree required.

Master's degree in business administration, accounting, finance or related field preferred. An equivalent combination of skills, education and experience may be considered.

Data Management and Reporting

Complementing the people who operate Monarch, the organization recognizes the importance of well-planned and implemented data collection and management to support the short-term progress and long-term viability of the school.

Compliance

Monarch will comply with all data collection required by DESE. Monarch plans to use a web-based student information system to collect and track student data including student attendance hours, eligibility for free or reduced price lunch, special education and Limited English Proficient students statuses. The student information system will also allow Monarch staff to track educator data in a format that complies with MOSIS data collection expectations. The chosen web-based student information system will comply with the mandatory state reporting and with federal reporting mandated. The Data and Assessment Coordinator and Head of School will use appropriate data to inform our institution-wide progress-oriented approach to achievement.

The Data Assessment Coordinator to collect, analyze and disseminate school-wide data for internal use.

Efficiency

Monarch will collect traditional operating statistics such as student demographics, enrollment trends, diversity of family structures, attendance, teacher demographics, attrition, school day schedules, nursing/medical care, behavior, transportation routes, Mosaic (before and after care) participation, and summer school statistics. Monarch will rely on data for revenue tracking of food service program participation, family billing and federal program billing. Monarch may partner with a local university researcher to help track and analyze data for a longitudinal study of the social, linguistic and/or academic gains made by our students and their families.

B.4 Staffing Recruitment, Retention, Replacement and Training

Instructional Staff

Monarch's staffing plan reflects its priority to dedicate as many resources as possible to student achievement. Allowing instructional leadership and staff the opportunity to dedicate their time and attention to student learning also undergirds decisions regarding administrative staff – when the school is fully enrolled staffing is relatively light in the front office to keep appropriate resources in the classrooms. School leadership will determine the specific characteristics and qualifications for instructional staff, but assumptions based on the school's design and practices in highly effective national charter school models are included here. School leadership will also be responsible for recruiting and retaining instructional staff, however general expectations regarding recruitment and retention are outlined in this section. Monarch reserves the right to modify aspects of its staffing and human resources approach with school board approval and appropriate sponsor engagement and/or approval.

Staffing Plan Assumptions

The basic assumption that all children can learn if given the opportunity is fundamental to the Monarch model. A school providing that opportunity must have appropriate staff in place to speed up early academic growth for students entering the school behind their peers, as well as to challenge and inspire students as they prepare for college and life. Monarch anticipates class sizes of fifteen to twenty students through all grades. Small to moderately sized classrooms will allow teachers to appropriately differentiate instruction without limiting the number of students they reach. The overall student-to-teacher ratio is consistent with this expectation.

Administrative staffing is intended to allow instructional staff the ability to focus as much of their time and energy as possible on achievement in their classrooms. Counseling and social workers will work with students who may have non-academic barriers to learning (e.g., victims of abuse or neglect, poor health care, anxiety, depression, and other related issues).

Special Education and English Language Learner staff will ensure the school is meeting the needs of its special populations in accordance with state and federal law. College, Special Education, and English Language Learner administrators will work closely with classroom teachers to implement necessary accommodations for specific students and provide professional development training in their respective areas of expertise.

The Head of School will be expected to observe teachers frequently and provide actionable feedback to improve instruction and classroom management. The Head of School and Director of Operation will allow other administrative staff the opportunity to spend more time engaged in student learning activities by managing daily finances, reporting, human resources, and other operational requirements. For more detailed information regarding administrative staff (including position overviews), please see Section B.3: Management and Operation.

IB Authorization Process

During the IB candidate school phase (two-years), all teaching staff and administrators will participate in workshops and mentorship programs arranged by the school's IB Coordinator and the International Baccalaureate Organization (IBO). The IB Coordinator is instrumental in managing all professional development in relation to IB during the Back to School Institute and the school year. The IB Coordinator will ensure all teachers have access to resources from

established IB programs in the US and abroad via the IBO resource network. The workshop and training schedules are aggressive, but both teachers and students benefit from the well-established methods of this prestigious program. The International Baccalaureate Organization requires an intense, two-year study for initial consideration as an IB World School. During the two-year candidate phase, all teachers will submit curricular mapping, samples of student work, evidence of shared leadership practices and parent and community involvement to the IB of the Americas office. During Year 3 or 4 of the candidacy process, a team of IB practitioners and specialists make an extended visit to the school to examine the full-school implementation of the IB methodology. After each school achieves IB World Status, the North America office dispatches review teams every five years to insure that the school continues to consistently uphold IB ideals and professional inquiry.

See Appendix B.6: IB Program Standards for School Authorization

Expected Qualities of Instructional Staff

The founding Board of Directors will hire a national search firm to manage the recruitment and hiring of the founding Principal or Head of School, with input from the Board. The board intends to secure the Head of School by December 2017. Thereafter the Head of School will select the Chief Operation Officer and the IB Coordinator by March of 2018. These targeted dates will ensure a successful start up year, in addition to fulfilling the school's mission and vision.

School leadership will determine specific criteria for hiring instructional staff. Monarch's model, however, suggests some teacher qualifications and qualities that are non-negotiable. These characteristics of classroom teachers were also observed in the high-performing charter schools visited by the Board of Directors.

The following list contains expected qualities of Monarch staff:

- Believe all children, when given the tools for success, can become high achieving scholars.
- Demonstrate passion for (and experience in) urban education and a willingness to go the extra mile to help students achieve their academic goals.
- Willing to work longer hours and more school days than traditional public school teachers.
- Use data and research to inform necessary changes to curriculum or instructional approach.
- Strive to meet clear and measurable academic goals for students.
- Believe in the Monarch philosophy and possess an ability to conduct their classrooms in a manner consistent with school-wide culture and expectations.
- Create a variety of approaches to keep children engaged and in the classroom when disciplinary action is appropriate.
- Open to working in an organization where performance and demonstrated commitment to student success are the most highly valued (and compensated) professional qualities.
- Appropriately certified based on state and international baccalaureate requirements.

Recruiting Effective Teachers and Staff

Monarch has several ways in which it can recruit the best possible teachers and administrative staff. The following list contains the networks and avenues by which high quality candidates can learn about opportunities at Monarch:

- Public posting of positions through local media (including media serving the city's diverse minority populations).
- IB website and network
- Advertising in national trade publications such as Education Week.
- Identify high performing teachers through personal contacts and referrals in city and suburban districts.
- Outreach to non-traditional teaching networks such as the Teach for America alumni network and the American Board for Certification of Teacher Excellence.
- Publicize positions in local and state colleges and universities.
- Adopt techniques used by organizations already recruiting high quality teachers.
- Leverage personal contacts and networks of Monarch leadership and associates.
- Access local and national teacher recruitment organizations, such as the American Board for Certification of Teacher Excellence (ABCTE) and the New Teacher Project.

Attracting and Retaining Effective Staff

The Head of School will work with school leadership to identify ways to attract quality-teaching candidates, but also to strategize ways to retain effective teachers and avoid the “burnout” experienced by high performing schools across the country. Monarch is committed to researching best practices and piloting programs that will lead to staff retention. The following list presents some of the ideas currently being explored by the Monarch Board for discussion with school leadership regarding retention of the school's best teachers:

- Provide financial incentives tied to both performance and responsibilities
- Promote mentorship and consistent feedback for less experienced teachers, and the opportunity to become a mentor or lead teacher to veteran teachers
- Make relevant professional development and collaborative endeavors hallmarks of the school model
- Allow teachers to move between teaching and administrative positions every few years to avoid burnout and to provide an opportunity to learn new skills
- Make allowances for teacher sabbaticals or extended leaves of absence to work or learn in other effective schools across the country
- Foster an environment of professionalism and respect between administrative and instructional staff
- Spontaneously recognize, reward, and show appreciation for staff – teacher “outings” to restaurants, hosting a bowling party, or a surprise picnic on days when students may not be in school are ways effective schools try to engender a “family” atmosphere among staff

Performance Evaluation and Feedback

The Board of Directors conducts an annual evaluation of the Head of School that includes a self-evaluation and Board input based on pre-established performance measures. Monarch will create three tools for the evaluation of administrative staff, instructional staff, and support staff. Instructional and Operational staff will receive constant feedback about their performance and growth, and at least one annual written evaluation that includes a self-evaluation/reflection component. Monarch is committed to align the annual evaluation process for teachers with DESE's evaluation expectations.

Certification and Non-Certified Personnel

Monarch will comply with all teacher certification requirements for charter schools as set forth by the State of Missouri. Full and/or part-time staff employed by Monarch to provide services to students with disabilities will possess all certification requirements in accordance with state and federal law. All staff, contract workers, and volunteers in direct contact with students will be subject to criminal and child abuse registry background checks. Monarch may employ non-certified instructional staff provided that non-certified personnel fill no more than twenty percent of the instructional FTE at the school. All non-certified personnel will be supervised by certified instructional personnel when leading classroom activities and will be selected based on their subject matter expertise and/or community leadership role in promoting a particular subject or characteristic. Monarch will not employ any instructional personnel whose certificate of license to teach have been revoked or are currently suspended by the state Board of Education.

Employment Policies

The Monarch Board of Directors has reviewed several manuals from high-performing schools with similar academic programs and expected student outcomes. These policy manuals will be provided to school leadership in addition to support in crafting appropriate school-wide policies. These sample policies are by no means exhaustive, but are intended to demonstrate Monarch's capacity to develop a full policy document once school leadership is hired. Once the handbook is finalized and approved by the Board of Directors the Employee Handbook will be distributed to new employees upon hire with a signed acknowledgement of its acceptance by the employee to be kept with his or her employee records. The Employee Handbook will be reviewed annually with all staff members during the Back to School Institute (professional development required in July). Any additions, deletions or other changes to the Employee Handbook are subject to approval by the Board of Directors. The Employee Handbook includes policies governing, but not limited to: Employment At-Will, Equal Employment, Compliance with the Immigration Reform and Control Act, Employment compensation and pay, Benefits, Paid and Unpaid Time Off, Exchange Visitor Program, Medical and Dental Insurance, Retirement, Tuition Assistance, Professional Development and Evaluations, Safety, Harassment, Alcohol and Drug-free workplace, Staff Conduct, Guidelines. Materials from programs with philosophies and goals similar to those of Monarch served as templates and sources of language and direction for the sample policy document. Monarch leadership will develop the school's official personnel policies during the start-up year.

Outsourced Functions

Monarch plans to outsource student transportation, food services, custodial services and security.

See Appendix B.4: Employee Handbook for a full description of the most recent Board--recommended personnel policies.

B.5 Student Recruitment and Enrollment

In Section A.5 Target Population, Monarch analyzed the racial and socioeconomic diversity of the HMSD's highest need area. According to the census data, Monarch has a sufficient pool of potential students entering kindergarten and beyond to support the enrollment projections, especially given the plan to serve only kindergarten and first grade students in the first year of operation, if deemed necessary.

HMSD Enrollment Projections

In section C, Monarch outlined enrollment estimates:

First Year	Second Year	Third Year	Fourth Year	Fifth Year
80	160	240	320	400

Community Demand

Beginning in the spring of 2017, Monarch will actively engage the HMSDs highest need area population in order to ensure a strong and positive presence within the community ahead of the 2018-18 pre-opening year. Once the Head of School is secured in 2017, he/she will assist in leading the effort to continue outreach activities and further support efforts to reach full enrollment on schedule for the next school year. The demand for the schools from families and the community in Hickman Mills is described below:

- Community demand and support: Monarch has received multiple offers of letters of support from a wide cross-section of Hickman Mills and Kansas City stakeholders and community based organizations. These include the Hickman Mills United Neighborhoods, Foundation for Educational Success, Kansas City LINC, Cerner, 6th District Councilman Kevin McManus, Jackson County Advocate John Sharp, Senator Claire McCaskill, Congressman Emmanuel Cleaver.
- Parent demand and support: As Monarch has yet to define a location for the school, immediate parental involvement will take place following the choice of facility. The Head of School and board member volunteers will canvass the surrounding neighborhoods with fliers, announcing the arrival of the school with a date for an open house meeting. RSVPs will be requested (online through the Monarch website) to gauge immediate interest and create an opt-in e-mail list for follow up. Paper applications will be disseminated to faith based, non-profits, community centers in close proximity to the chosen facility.
- Community meetings: Monarch plans to host multiple meetings at churches, homes and/or community centers, in and around the schools location once determined. Monarch will continue to organize such meetings throughout the pre-opening year, focusing on engaging with parents and families with children entering kindergarten or first grade in 2018.
- Community stakeholder engagement: Board members from Monarch have spoken and/or met with multiple community stakeholders to discuss the possibility of launching an IB charter school in Hickman Mills, developing relationships that will support Monarch's efforts to reach all sections of the Hickman Mills community.

Recruitment Plan

Monarch will employ a variety of techniques to ensure full enrollment throughout the five-year charter term. It will remain a priority to ensure families from diverse backgrounds have equal access to the school and IB curriculum. Monarch has budgeted \$10,000 in the pre-opening year to support these marketing and recruitment tools:

- Community meetings: Monarch will continue to organize and host both informational meetings with families who are exploring school choices to present Monarch's IB curriculum and benefits, along with detailing the school enrollment process. The meetings will be held in various locations as needed.
- Neighborhood and door-to-door engagement: Once our Head of School is hired, he/she will assist in leading the effort to continue outreach activities and meet full enrollment goals on schedule for the next school year. The Head of School will continually monitor and network within the community, seeking new organizations and businesses with which to form relationships. He/she will serve as the lead in representing Monarch in the community and access new contacts and potential partners. Current neighborhood associations and local churches will be a part of the initial neighborhood outreach, and those relationships will continue as the school grows.
- Civic groups and associations: While Monarch board members have met to discuss the formation of the charter school with numerous potential partners within the greater Kansas City region and in the Hickman Mills area, no formal arrangements have yet been made. When the Head of School is in place, additional outreach through these organizations will continue with a specific focus, fully supported by the Board. Churches and neighborhood groups have already been contacted during these initial Board discussions.

The final determination of the school location will allow the Board and the Head of School to target these relationships and develop them further. Additional outreach and recruitment will include:

- Radio/newspaper advertisements/articles: Monarch will consider the use of radio and newspaper advertisements to promote enrollment. Board members anticipate utilizing public relations efforts to garner as much "free" publicity for the school as possible in advance of opening.
- Student recruitment/informational fairs: Monarch will participate in available recruitment fairs as needed in Hickman Mills and the greater Kansas City region.
- Online and social media promotion: A website exists now for Monarch. This website will serve as the main source of immediate information as parent e-mail lists are created. Once the school year begins, e-mail will serve as the main outreach. A Facebook account and Twitter account will follow soon after, to keep awareness of the school high, as well as to share meaningful school milestones. All students and parents will complete a form acknowledging awareness that photos and likenesses may be used for promotional purposes.

As Monarch will teach both Spanish and eventually Mandarin as part of the curriculum, it is anticipated that some communication to parents (including the online and social media accounts) will be posted in these languages. Based on student enrollment at the time of opening, Monarch may add additional languages in outreach communication.

Student Enrollment and Lottery Process

All students who reside within the HMSD boundaries will be eligible to enroll in Monarch. The enrollment process will be fully compliant with 160.410 RSMo. Enrollment materials will be in compliance with all Missouri statutes and norms. These materials will be available in hard copy and online for parents and guardians to complete.

Monarch intends to utilize a geographic/zip code enrollment preference. The zip codes in Section A determined key demographics for the school. The geographic preference will only be enacted if the number of applications is greater than the grade level capacity. The boundaries for the geographic neighborhood preference area are detailed below. Monarch is enacting these boundaries to ensure that our school enrolls a racially and socioeconomically diverse student population reflective of the demographic data shown in A.5 Target Population.

The enrollment process for Monarch will apply to all students who reside within the boundaries of the KCPS and have submitted a complete application prior to the publicized deadline. Students who are accepted through the enrollment process will receive a letter of notification in advance of the school start date.

A lottery will be held if demand for the school (number of applications) is greater than the total number grade level seats. The Head of School, with approval from the Board, will decide the specific dates and times of the enrollment process. It is currently planned to hold the lottery the spring prior to the first open year, on a schedule comparable to other open enrollment schools in Kansas City. Our Head of School will utilize all available tools to publicize the lottery, including the Monarch website, social media and neighborhood outreach.

Should a lottery be held, all completed and accepted applications submitted during the enrollment period will be publicly drawn in random order until capacity is reached and the remainder will be placed on a waiting list. The waiting list will rank applications that were submitted during the enrollment period.

Applications received after the enrollment period has ended will be added to the bottom of the waiting list. These applicants will be identified by number and by grade. Below is a list of enrollment preferences (in order) that will be enacted in the case of a lottery:

- Existing students returning to the school from the previous year (when applicable)
- Siblings (once one child in a family is accepted, or siblings of returning students)
- The children of current, full-time Monarch employees (must adhere to the KCPS residency requirements)
- Students who reside within the geographic boundaries described above
- All students who reside within the HMSD

Admission to Monarch will not be restricted due to race, gender, ethnicity, English proficiency, national origin, disability, socioeconomic level or athletic ability.

B.6 Parent, Community and Educator Involvement

The Monarch philosophy supports the idea that parents want the best for their children. The teaching and learning model will offer a rigorous education, with high-standards of teaching and expectations that the boys in the school will soon become leaders in their communities. IB curriculum holds students will achieve a worldwide standard – exceeding local and state standards. Monarch sees a partnership in the parents and community, who want success for these students. Monarch will do everything to empower parents to continue these standards for learning and success at home as well as in school. Parental and community involvement are critical to the successful completion of Monarch’s mission and programme. The school environment can only plant the seed in the child. To fulfill the mission and vision of the programme and develop the whole child as an inquirer beyond the classroom the support and engagement of the parent and community is crucial. Through the IB curriculum all students are encouraged to take an active part in service projects that will benefit the communities in which they live. Additionally, school leadership will build strong relationships with the neighboring community and parent community through the School Advisory Councils (SAC) and the School Enrichment Program (SEP).

Parent Involvement

Prior to the start of the school year, the Head of School and staff will organize meetings to introduce parents and students to Monarch staff and leaders. A school Open House will be held annually – to orient students and provide parents with contact information and a look at the Fall/Spring curriculum, as well as any additional opportunities for student engagement during the year. Monarch intends to hire a Parent Engagement Coordinator in 2020 as a means to intentionally engage parents through multiple mechanisms.

During the school year, two parent/teacher conferences will be held to ensure that parents understand the IB curriculum and to encourage further involvement with the school. Opportunities to hear from the student about their experience will be included. Translators may be available for non-English speaking parents, if needed.

As part of developing a healthy school culture, families will be highly encouraged to participate and complete a minimum of ten (10) volunteer hours. The Head of School and board members prior to the enrollment process will outline volunteer opportunities.

A parent will be elected/selected to serve as a member of the Board of Directors.

Community Involvement

Giving back to the community, and developing leaders to support it are key components within the IB curriculum for Monarch. Community leaders, as well as neighborhood stakeholders and organizations will all play a role in making sure Monarch meets the goals laid out in this application, and meets the expectations of the zip codes it serves. Board members will be recruited and retained according to Section B.2 of this application, to reflect the growing school needs and community at-large.

Educator Involvement

The role and oversight responsibilities of the Head of School are as referenced in the organizational chart. The Board will oversee the Head of School only, with daily decision-making and staff determined by the Head of School.

Daily staff meetings are expected to be a part of the normal routine. Feedback from staff and open discussion between the staff and Head of School are expected. Professional development opportunities will occur on a weekly basis. The Board will schedule opportunities quarterly for staff members to make presentations during meetings.

C.1 Budget

The Missouri Department of Elementary and Secondary Education assisted Monarch School with developing the budget, inclusive of inputs from local, state, and national experts in charter school finance. Financial experts played a key role in developing the realistic, evidence-based revenue and expenditure assumptions exhibited in both the Budget Template and Five-Year Budget Forecast included in this application. Although the school-based fundraising in the amount of \$500,000 is not part of the five-year budgets submitted in this application, Monarch is aware of the need to raise additional funds in the form of grants or donations to support our school. The fundraising plan will be developed and tailored by the Head of School and Board of Directors to enrich the academic and operational foundation of the schools. We anticipate that fundraising will add approximately 3% total revenues in the first five years of operation.

Alignment with School Programing

The Monarch budget includes a heavy commitment to teaching and support staff. Anticipated teaching staff based on the proposed demographics is included, such as English Language Learning and Special Education. Student-teacher ratios are kept at a reasonable level (17:1) to access the benefits of smaller class sizes, and relatively substantial resources are dedicated to technology mechanisms and extracurricular activities in order to provide students with exposure to a broad range of opportunities outside the traditional classroom environment.

Fundraising Strategy

The Monarch Board of Directors is committed to fundraising in excess of \$500,000 to provide financial resources during the school's start-up year in concert with the Head of School from a diverse list of funders, such as corporations, foundations, individuals and other sources. Additionally, Monarch intends to apply for applicable grants, particularly the Department of Education, charter school grant, and other grants that align with the mission of the school.

The financial philosophy undergirding the development of the Monarch's School's financial model includes four basic concepts:

1. Spend the maximum amount of dollars on classroom instruction
2. Exhibit good stewardship of state and federal funds
3. Continuously build financial partnerships to reduce costs during start-up phase
4. Ensure the school is financially sustainable on public funds within the first ten years

In order to start the school as strongly as possible and begin making significant academic gains with students from day one, the Board of Directors will aggressively seek financial resources from foundations and grant entities. Monarch intends to hire appropriate staff, provide adequate classroom amenities, and allow school leadership to focus on the business of educating students and not perpetual fundraising. Ultimately, the school will be financially sustainable based on the strength of its operations and management of state and federal revenues. Monarch plans to operate and reserve 3% of the annual revenues.

Key Revenue Assumptions

Key revenue drivers with short explanations are listed below.

- Per Pupil Funding
 - The primary drivers of pupil funding include the state basic foundation formula funding, federal title funding, and local “Proposition C” funding (after Year One of operations). Funding rates are based on recent guidance from DESE and MCPSA.
- WADA Calculations
 - WADA is driven by school calendar and the demographic profile of enrolled students.
 - Based on data of local public schools (district and charter), and an analysis of census tract data within the district, the Monarch School assumes the following demographic profile
 - 80% Free/reduced lunch
 - 10 % Limited English Proficient
 - Staffing model prepares for potentially higher enrollment percentage.
 - 10% Special Education
- Transportation Funding
 - Estimate 20% state reimbursement of costs
 - Based on information received from local charter schools, bus company quote, and DESE

Key Expenditure Assumptions

Expenditure assumptions are primarily based on the school’s mission, model, and desired outcomes. Information from other charter schools (both inside and outside the state), facilities guidance from the Illinois Facilities Fund (IFF), and research by Abacus Charter School Consultants helped shape the estimated expenses in the budget included with this application. As with revenues, Monarch is taking a conservative, yet reasonable, approach to its expenditure assumptions. Key assumptions are described below.

- Salaries/Benefits
 - HMSD charter salary averages were used to establish a baseline.
 - Extended school calendar drives approximately 15% salary increase over baseline.
 - Extra teaching staff for English and Mathematics at all grade levels is included in all years, as are administrative positions for English Language Learning and Special Education.
- Facilities
 - Assumes a rental scenario in temporary space for first five years
 - Assumes dramatic expansion of space needs in Year Five
 - Assumes \$12.50 per square foot facilities cost
 - Estimated square footage cost derived from research with IFF and analysis of the charter school market
- Transportation
 - Route rates based on feedback from Kansas City charter schools of similar size

serving same anticipated student population and estimate provided by local bus company

- Assumes the school will cover 80% of transportation costs, with 20% being reimbursed by the state
- Food Service
 - Cost per meal estimate based on enrollment projections, anticipated student demographics, and participation rates as provided by area charter schools
 - Per meal cost estimates based on conversations with food service consultant as well as area district and charter public schools (e.g., breakfast = \$1.93; lunch = \$2.91; snack = \$0.51).
 - Estimated federal reimbursements per meal for free, reduced, and ineligible students collected from the National School Lunch Program and School Breakfast Program (e.g., free breakfast = \$1.46; free lunch = \$2.68; free snack = \$0.74)
 - Modest student lunch fees are also calculated in the food service revenue model for “reduced” and “ineligible” student lunches.

Transportation

Monarch intends to offer transportation to students living beyond a half-mile radius of the designated school site pursuant to [R.S.Mo](#)167.231. School leadership will manage the final transportation plan in cooperation with the contracted service provider, inclusive of policies and procedures and bus scheduling. Contrary to state statutes of 3.5 miles, Monarch will offer a transportation policy aligned with HMSD and other charter schools. Students will also be encouraged to walk or ride bikes, get rides from family or friends, carpool, or take public transportation. Monarch will assist students in finding transportation by facilitating carpools and by providing partial or complete funding for public busing (i.e. not school buses). Public transportation is a viable option, as multiple Metro bus routes run within a block or two of Monarch. For students who require transportation due to physical challenges or as required by an IEP, Monarch will make arrangements with a local transportation company to ensure that access to a free and appropriate transportation source is available. Monarch reserves the right to modify aspects of its transportation plan with school board approval, appropriate sponsor engagement and/or approval, and due reporting to DESE if funding allocations are affected.

Budget transportation assumptions derived from several key sources:

- Discussions with local charter schools serving similar populations or providing similar programming to Academie Lafayette and HMSD highest need area
- Estimates from Durham School Services – a major transportation provider to several Kansas City area charter schools.

The quotes provided for bus transportation for Monarch students were as follows:

- A dedicated bus for the school that is not paired with another school costs \$250 per day per bus.
- The service is only from home-to-school and school-to-home and serves only the Hickman Mills School District areas.
- Children are normally not on the bus for more than one hour.
- Durham provides certificate of liability insurance.

- The buses normally carry 65 passengers (3 to a seat) but the transportation estimates assume approximately 50 riders per bus to reduce time on the bus and make pickup scheduling as efficient as possible.

Budget Alignment

Based on conservative numbers, Monarch anticipates that the state reimbursement will offset 20% of the school's transportation costs. This percentage is in alignment with other Kansas City and Hickman Mills charter schools, and also reflects input from DESE finance staff. The Head of School in conjunction with the Board of Directors will follow the RFP policies adopted in relation to a transportation vendor.

	<u>Year 1</u> <u>Projected</u>	<u>Year 2</u> <u>Projected</u>	<u>Year 3</u> <u>Projected</u>	<u>Year 4</u> <u>Projected</u>	<u>Year 5</u> <u>Projected</u>
Administration					
Head of School					
Full time Base Salary	120,000	123,600	127,308	131,127	134,946
FICA (7.65%)	9,180	9,455	9,739	10,031	10,323
Deferred Compensation (8%)	9,600	9,888	10,185	10,490	10,796
Insurance	5,000	5,000	5,500	5,500	5,500
Unemployment Insurance	600	618	637	656	675
Worker's Comp Insurance	1,920	1,978	2,037	2,098	2,159
Long term Disability	600	618	637	656	675
Head of School	\$146,900	\$151,157	\$156,042	\$160,558	\$165,074
Chief of Operations					
Full time Base Salary		80,000	82,400	84,872	87,418
FICA (7.65%)		6,120	6,304	6,493	6,687
Deferred Compensation (8%)		6,400	6,592	6,790	6,993
Insurance		5,000	5,500	5,500	5,500
Unemployment Insurance		400	412	424	437
Worker's Comp Insurance		1,280	1,318	1,358	1,399
Long term Disability		400	412	424	437
Chief of Operations		\$99,600	\$102,938	\$105,861	\$108,872
Administrative Assistant					
Full time Base Salary	30,000	30,900	31,827	32,782	33,765
FICA (7.65%)	2,295	2,364	2,435	2,508	2,583
Deferred Compensation (8%)	0	0	0	0	0
Insurance	5,000	5,000	5,500	5,500	5,500
Unemployment Insurance	150	155	159	164	169
Worker's Comp Insurance	480	494	509	525	540
Long term Disability	150	155	159	164	169
Executive Assistant	\$38,075	\$39,067	\$40,589	\$41,642	\$42,726
IB Coordinator					
Full time Base Salary	45,000	46,350	47,741	49,173	50,648
FICA (7.65%)	3,443	3,546	3,652	3,762	3,875
Deferred Compensation (8%)	0	0	0	0	0
Insurance	5,000	5,000	5,500	5,500	5,500
Unemployment Insurance	225	232	239	246	253
Worker's Comp Insurance	720	742	764	787	810
Long term Disability	225	232	239	246	253
IB Coordinator	\$54,613	\$56,101	\$58,134	\$59,713	\$61,339
Data Specialist					
Full time Base Salary	30,000	30,900	31,827	32,782	33,765
FICA (7.65%)	2,295	2,364	2,435	2,508	2,583

Deferred Compensation (8%)	0	0	0	0	0
Insurance	5,000	5,000	5,500	5,500	5,500
Unemployment Insurance	150	155	159	164	169
Worker's Comp Insurance	480	494	509	525	540
Long term Disability	150	155	159	164	169
Data Specialist	\$38,075	\$39,067	\$40,589	\$41,642	\$42,726

Total Salary Cost	\$277,663	\$384,992	\$398,292	\$409,416	\$420,738
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Supplies	\$7,500	\$5,000	\$5,000	\$5,000	\$5,000
Training	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
Equipment					
<i>Laptops</i>	\$4,500				
<i>Copier (lease)</i>	\$1,200	\$1,200	\$1,200	\$1,200	\$1,200
<i>Personal Printer</i>	\$2,500				
<i>Microsoft Office Suite</i>	\$7,500				
<i>Desktop Phones</i>	\$2,100				
<i>Cell Phones (stipend)</i>	\$1,800	\$1,800	\$1,800	\$1,800	\$1,800
Total Equipment	\$19,600	\$3,000	\$3,000	\$3,000	\$3,000
Total Administration Cost	\$309,763	\$397,992	\$411,292	\$422,416	\$433,738

Contractual Services**Administration**

Backoffice Financial Support/Accounting	50,000	60,000	70,000	80,000	90,000
Human Resources	20,000	25,000	30,000	40,000	50,000
Legal	10,000	12,000	14,000	16,000	18,000
Auditing	10,000	10,000	10,000	10,000	10,000
Health Services-Nurse	20,000	25,000	30,000	40,000	50,000
Insurance	<u>25,000</u>	<u>30,000</u>	<u>35,000</u>	<u>40,000</u>	<u>45,000</u>
Total	\$135,000	\$162,000	\$189,000	\$226,000	\$263,000

Education

Assessments	10,200	9,500	9,500	9,500	8,110
Subtitute Pay	<u>4,000</u>	<u>6,000</u>	<u>8,000</u>	<u>10,000</u>	<u>12,000</u>
Total	\$14,200	\$15,500	\$17,500	\$19,500	\$20,110

Transportation

Transportation Services	97,870	143,123	250,000	300,000	325,000
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Technology

Laptops /Infrastructure Cost	225,965	175,000	125,000	125,000	125,000
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Security	30,000	30,900	31,827	32,782	33,765
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Custodial Services	30,000	30,900	31,827	32,782	33,765
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Food Services	65,404	123,576	181,748	239,920	298,092
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Operational Cost

Lease/Rent	120,000	120,000	120,000	120,000	120,000
Utilities	30,000	35,000	35,000	35,000	45,000
Furniture	75,000	20,000	20,000	20,000	20,000
Lawn Service/Snow Removal/Pest Control	<u>10,000</u>	<u>10,000</u>	<u>10,000</u>	<u>12,500</u>	<u>12,500</u>
Total	\$235,000	\$185,000	\$185,000	\$187,500	\$197,500

Total Contractual Services	833,439	865,999	1,011,902	1,163,484	1,296,233
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	<u>Year 1</u> <u>Projected</u>	<u>Year 2</u> <u>Projected</u>	<u>Year 3</u> <u>Projected</u>	<u>Year 4</u> <u>Projected</u>	<u>Year 5</u> <u>Projected</u>
Educators					
Full time Base Salary	280,000	288,400	297,056	305,968	315,144
FICA (7.65%)	171,360	176,501	181,798	187,252	192,868
Deferred Compensation (8%)	0	0	0	0	0
Insurance	40,000	40,000	44,000	44,000	44,000
Unemployment Insurance	11,200	11,536	11,882	12,239	12,606
Worker's Comp Insurance	35,840	36,915	38,023	39,164	40,338
Long term Disability	11,200	11,536	11,882	12,239	12,606
Educators (8)	\$549,600	\$564,888	\$584,642	\$600,862	\$617,562

Support Services Instructors (Spanish/Mandarin, PE, Art, Music)

Full time Base Salary	150,000	172,500	177,135	203,705	234,261
FICA (7.65%)	57,375	65,981	67,754	77,917	89,605
Deferred Compensation (8%)	0	0	0	0	0
Insurance	25,000	25,000	27,500	27,500	27,500
Unemployment Insurance	3,750	4,313	4,428	5,093	5,857
Worker's Comp Insurance	12,000	13,800	14,171	16,296	18,741
Long term Disability	3,750	4,313	4,428	5,093	5,857
Support Services Instructors	\$251,875	\$285,906	\$295,417	\$335,604	\$381,820

Reading/Math Specialist

Full time Base Salary	35,000	36,050	36,977	38,086	39,229
FICA (7.65%)	2,678	2,758	2,829	2,914	3,001
Deferred Compensation (8%)	0	0	0	0	0
Insurance	5,000	5,000	5,500	5,500	5,500
Unemployment Insurance	175	180	185	190	196
Worker's Comp Insurance	560	577	592	609	628
Long term Disability	175	180	185	190	196
Reading and Math Specialist	\$43,588	\$44,745	\$46,267	\$47,490	\$48,750

English Language Learner

Full time Base Salary	36,000	37,080	38,007	39,147	40,322
FICA (7.65%)	2,754	2,837	2,908	2,995	3,085
Deferred Compensation (8%)	0	0	0	0	0
Insurance	5,000	5,000	5,500	5,500	5,500
Unemployment Insurance	180	185	190	196	202
Worker's Comp Insurance	576	593	608	626	645
Long term Disability	180	185	190	196	202
English Language Learner	\$44,690	\$45,881	\$47,403	\$48,660	\$49,955

Special Educator Coordinator

Full time Base Salary	\$40,000	41,200	42,127	43,391	44,693
FICA (7.65%)	\$3,060	3,152	3,223	3,319	3,419
Deferred Compensation (8%)	\$0	0	0	0	0

Insurance	\$5,000	5,000	5,500	5,500	5,500
Unemployment Insurance	\$200	206	211	217	223
Worker's Comp Insurance	\$640	659	674	694	715
Long term Disability	\$200	206	211	217	223
Special Educator Coordinator	\$49,100	\$50,423	\$51,945	\$53,338	\$54,774
Total Salary Cost	\$938,853	\$991,843	\$1,025,673	\$1,085,954	\$1,152,860
Supplies	\$25,000	\$20,000	\$20,000	\$20,000	\$20,000
Training	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500
Equipment					
	Laptops	\$14,400			
	Copier (lease)	\$10,000	\$12,000	\$14,000	\$16,000
	Total Equipment	\$24,400	\$12,000	\$14,000	\$16,000
Total Educators Cost	\$990,753	\$1,026,343	\$1,062,173	\$1,124,454	\$1,175,360

FEDERAL REVENUE WORKSHEET**Year 1
Projected**

Code	Detail	
5410-19	Grants-in-Aid -- Unrestricted, Direct	
5411	Impact Aid	
5412	Medicaid	
5413	Federal Disaster Assistance	
5416	Federal Housing	
5417	Federal Flood Counseling	
5418	Reserve Officer Training Corps (ROTC)	
5420-59	Grants-in-Aid - Restricted, Federal Through State	
5421	Child Development Associate (CDA) Grant	
5427	Perkins Basic Grant, Career Education	
5431	Perkins Tech Prep Grant, Career Education	
5435	Workforce Investment Act (WIA) - Federal	
5436	Adult Education & Literacy (AEL) - Federal	
5441	Individuals with Disabilities Act (IDEA)	15,629
5442	Early Childhood Special Education - Federal	
5445	School Lunch Program	49,884
5446	School Breakfast Program	26,102
5447	Special Milk Program	
5448	After-School Snack Program	
5451	Title I, ESEA - Improving the Academic Achievement of the Disadvantaged	87,750
5452	Title I, Part C - Migrant Education	
5453	Title I, Part B - Student Reading Skills Improvement Grants	
5454	Title I, Part F - Comprehensive School Reform	
5455	Title V, ESEA - Innovative Education Programs	
5456	Title IV, LIFT Grant	
5459	Twenty-First Century Grant	
5460-79	Other Federal Restricted, Through the State	
5461	Title IV, Part A, ESEA - Safe and Drug Free Schools and Communities	
5462	Title III, ESEA - English Language Acquisition and Academic Achievement	
5463	Education for Homeless Children and Youth	

5465	Title II, Part A & B, ESEA - Teacher and Principal Training and Recruitment Fund/Mathematics and Science Partnerships
5466	Title II, Part D, ESEA - Enhancing Education Through Technology
5472	Child Care Development Fund Grant
5473	National and Community Service Trust Act of 1993
5475	AIDS Education Grant
5476	Title I, Part B - Even Start Family Literacy Federal Emergency Management Agency (FEMA) Funds
5477	
5478	Vocational Rehabilitation

5480-89	Other Grants-in-Aid-Restricted, Federal
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5481	Department of Health Food Service Program
5482	Workforce Investment Act (WIA)
5483	Head Start
5484	Pell Grants
5486	Impact Aid, Restricted Purpose
5489	Facilities Infrastructure Improvement Grant
5492	Title I, Part B - Rural Education Initiative
5497	Other Federal Revenue

5499	Federal Revenue -- Subtotal	179,364
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**Year 2
Projected**

**Year 3
Projected**

**Year 4
Projected**

**Year 5
Projected**

23,165

30,701

38,237

45,773

66,511

66,511

69,283

69,283

31,322

31,322

38,283

38,283

117,000

117,000

121,875

121,875



237,999

245,535

267,677

275,213

LOCAL REVENUE WORKSHEET			Year 1	Year 2	Year 3	Year 4	Year 5
Code	Detail		Projected	Projected	Projected	Projected	Projected
5140	Earnings on Investments						
	5141	Earnings from Temporary Deposits					
5150	Food Service - Pupils						
	5151	Sales to Pupils					
5160	Food Service - Adults						
	5161	Sales to Adults					
	5165	Food Services - Non-Program					
5170	Enterprise Sources						
	5171	Admissions					
	5172	Bookstore Sales					
	5173	Student Organization Membership Dues and Fees					
	5179	Other Pupil Activity Income					
5180	Community Services						
	5181	Community Services					
5190	Other Revenue from Local Sources						
	5191	Rentals					
	5192	Gifts	15,000				
	5195	Prior Period Adjustment					
	5196	Net Receipts from Clearing Accounts					
	5198	Miscellaneous Local Revenue					
	5113	Proposition C	0	225,360	300,480	375,600	450,720
5199	Local Revenue - Subtotal		15,000	225,360	300,480	375,600	450,720

STATE REVENUE WORKSHEET

Code	Detail	Year 1 Projected	Year 2 Projected	Year 3 Projected	Year 4 Projected	Year 5 Projected
5310	Foundation Formula, State Aid					
	5311 Basic Formula - State Monies	1,409,440	2,017,920	2,690,560	3,363,200	4,035,840
	5312 Transportation					
	5314 Early Childhood (3 & 4 Year Old) Special Education					
	5317 Career Ladder/Excellence in Education Act					
	5319 Basic Formula - Classroom Trust Fund	0	96,240	128,320	160,400	192,480
	5322 Career Education/At-Risk - State Educational and Screening Program					
	5324 Entitlement/Parents as Teachers					
5330	State Revenue					
	5332 Career Education - State					
	5333 Food Service - State					
	5337 Adult Education & Literacy (AEL) - State					
	5338 Adult Education Special Literacy Grant					
	5353 Job Development/Customized Training					
	5358 Safe School Initiative Grant					
	5359 Career Education Enhancement Grant					
	5362 A+ Schools Grant					
	5364 eMINTS/METS Classrooms					
	MO Department of Natural Resources (DNR)					
	5366 Energy Loans					
	MO School Age Children's Health Services					
	5367 Grant					
	5369 Residential Placement/Excess Cost					
	5371 Readers for the Blind					
	State Emergency Management Agency					
	5372 (SEMA) Funds					
	5376 Select Teachers As Regional Resource					
	MO Department of Natural Resources (DNR)					
	5377 Energy Grant					
	5381 High Need Fund - Special Education					
	5382 Missouri Preschool Project					
	5397 Other State Revenue					
5399	State Revenue - Subtotal	1,409,440	2,114,160	2,818,880	3,523,600	4,228,320

Expenditures by Function

		Year 1	Year 2	Year 3	Year 4	Year 5
<u>Salaries</u>		<u>Projected</u>	<u>Projected</u>	<u>Projected</u>	<u>Projected</u>	<u>Projected</u>
1100 Regular Programs						
	6100 Classroom Teachers (8 FTE)	549,600	564,888	584,642	600,862	617,562
	6100 Support Services Instructors (Spanish/Mandarin, PE, Art, Music) (5 FTE)	251,875	285,906	295,417	335,604	381,820
	6100 Reading and Math Specialist (1 FTE)	<u>43,588</u>	<u>44,745</u>	<u>46,267</u>	<u>47,490</u>	<u>48,750</u>
	Total Regular Program Salaries (14 FTEs)	\$845,063	\$895,539	\$926,326	\$983,956	\$1,048,132
1200 Special Programs						
	6100 Special Education Coordinator (1 FTE)	49,100	50,423	51,945	53,338	54,774
	6100 English Language Learner (1 FTE)	<u>44,690</u>	<u>45,881</u>	<u>47,403</u>	<u>48,660</u>	<u>49,955</u>
	Total Special Programs Salaries (2 FTEs)	\$93,790	\$96,304	\$99,348	\$101,998	\$104,728
2100 Support Services- Pupils						
	6150 Counselor (.5 FTE)	24,550	25,212	25,893	26,595	27,317
	6150 Paraprofessional (1 FTE)	<u>30,063</u>	<u>30,889</u>	<u>31,741</u>	<u>32,618</u>	<u>33,522</u>
	Total Support Services-Pupils (.5 FTE)	\$54,613	\$56,101	\$57,634	\$59,213	\$60,839
2320 Executive Administrative Services						
	6150 Chief of Operations (1 FTE)	0	99,600	102,938	105,861	108,872
	6150 Executive Assistant (1 FTE)	<u>38,075</u>	<u>39,067</u>	<u>40,589</u>	<u>41,642</u>	<u>42,726</u>
	Total Executive Administrative Services (2 FTEs)	\$38,075	\$138,667	\$143,527	\$147,503	\$151,598
2410 School Administration						
	6100 Head of School (1 FTE)	146,900	151,157	156,042	160,558	165,074
	6100 IB Coordinator (1 FTE)	54,613	56,101	58,134	59,713	61,339
	6100 Data Specialist (1 FTE)	<u>38,075</u>	<u>39,067</u>	<u>40,589</u>	<u>41,642</u>	<u>42,726</u>
	Total School Administration (3 FTEs)	\$239,588	\$246,325	\$254,765	\$261,913	\$269,140
	Total Salaries	<u>\$1,271,128</u>	<u>\$1,432,936</u>	<u>\$1,481,600</u>	<u>\$1,554,583</u>	<u>\$1,634,437</u>

Five Year Operational Budget (MCPA)

		Year 1		Year 2		Year 3		Year 4		Year 5	
Revenues		<u>Projected</u>		<u>Projected</u>		<u>Projected</u>		<u>Projected</u>		<u>Projected</u>	
5100 Local		15,000	a	225,360	a	300,480	a	375,600	a	450,720	a
5200 County											
5300 State		1,409,440	b	2,114,160	b	2,818,880	b	3,363,200	b	4,035,840	b
5400 Federal		179,364	c	237,999	c	245,535	c	267,677	c	275,213	c
5600 Non-Current Revenue											
5800 Received from Other LEA's											
5899 GRAND TOTAL REVENUES		1,603,804		2,577,519		3,364,895		4,006,477		4,761,773	
Expenditures											
1100 Regular Programs		896,963		930,039		962,826		1,022,456		1,070,632	
1191 Summer School (Regular)											
1192 Juvenile Programs											
1200 Special Programs		93,790		96,304		99,348		101,998		104,728	
1300 Career Education Programs											
1400 Student Activities											
1600 Adult/Continuting Education Programs											
1900 Payments to Other Districts											
1999 TOTAL INSTRUCTION (K-12 ONLY)		990,753		1,026,343		1,062,173		1,124,454		1,175,360	
2100 Support Services-Pupil		56,113		56,851		58,134		59,713		61,339	
2200 Support Services-Instructional Staff		14,200		15,500		17,500		19,500		20,110	
2300 Support Services-General Administration		47,725		143,167		148,027		152,003		156,098	
2400 Support Services-School Administration		264,538		259,825		268,265		275,413		282,640	
2500 Operations and Maintenance of Plant Services		833,439		865,999		1,011,902		1,163,484		1,296,233	
2510 Support Services-Business		135,000		162,000		189,000		226,000		263,000	
2550 Pupil Transportation		97,870		143,123		250,000		300,000		325,000	
2560 Food Services		65,404		123,576		181,748		239,920		298,092	
2660 Technology		225,965		175,000		125,000		125,000		125,000	
2998 TOTAL SUPPORT SERVICES		1,740,253		1,945,041		2,249,576		2,561,032		2,827,512	
3000 Community Services											
5000 Long and short Term Debt											
9998 TOTAL NON INSTRUCTIONAL and SUPPORT											
9999 GRAND TOTAL EXPENDITURES		2,731,006		2,971,384		3,311,750		3,685,487		4,002,872	
Total Revenue Over/(Under) Total Expenses		-1,127,201		-393,866		53,145		320,991		758,902	

Revenue Explanations:

a-Projected school enrollment x \$939 from Proposition C (1 cent sales tax); Not eligible in Year 1.

b-Projected school enrollment (WADA) x \$8,809-Classroom Trust Fund (CTF)

Enrollment Projections:

Year 1	160
Year 2	240

Year 3	320
Year 4	400
Year 5	480
c- Food Sales (Breakfast and Lunches) + Special Education Part B	
Year 1 Lunches:	90 FRL x 93% ADA x \$3.01 x 198= \$49,884
Year 1 Breakfast:	75 FRL x 93% ADA x \$1.89 x 198= \$26,102
Year 2 and 3 Lunches:	120 FRL x 93% ADA x \$3.01 x 198= \$66,511
Year 2 and 3 Breakfast:	90 FRL x 93% ADA x \$1.89 x 198= \$31,322
Year 4 and 5 Lunches:	125 FRL x 93% ADA x \$3.01 x 198= \$69,283
Year 4 and 5 Lunches:	110 FRL x 93% ADA x \$1.89 x 198= \$38,283
Special Education Part B	\$94.20 x enrollment + \$38.45 per FRL+ base amount per IEP \$518.60

Expenses Explanations

Salaries: We have included a 3% yearly salary increase for all MCPA staff. In regards to base projected salary, we have budgeted to attract a mix of experience and qualifications while ensuring that all teachers will l

Employee Benefits: We have budgeted for FICA, Employee Health Benefits, Unemployment Insurance, Disability Insurance and Worker's Compensation. Retirement incentives (Deferred Comp contribution) has bee

Contractual Costs: In this section we have accounted for substitute teachers pay, operational expenses (i.e. rent/lease, utilities, food, transportation, etc.) and cost associated with assessments' (IB Diploma candidac

have the credentials and experienced noted and required.
n budgeted for the Head of School and Chief of Operations.
y, BIST fees and reading assessment tools). Administration functions such as : Human Resources (payroll and benefits), financials (payments and auditing), outside legal counsel, etc. will be outsourced to a third party.

	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>
	<u>Projected</u>	<u>Projected</u>	<u>Projected</u>	<u>Projected</u>	<u>Projected</u>
Support Services					
Counselor (.5 FTE)					
Full time Base Salary	20,000	20,600	21,218	21,855	22,510
FICA (7.65%)	1,530	1,576	1,623	1,672	1,722
Deferred Compensation (8%)	0	0	0	0	0
Insurance	2,500	2,500	2,500	2,500	2,500
Unemployment Insurance	100	103	106	109	113
Worker's Comp Insurance	320	330	339	350	360
Long term Disability	100	103	106	109	113
Counselor (.5 FTE)	\$24,550	\$25,212	\$25,893	\$26,595	\$27,317
Paraprofessional (1 FTE)					
Full time Base Salary	25,000	25,750	26,523	27,318	28,138
FICA (7.65%)	1,913	1,970	2,029	2,090	2,153
Deferred Compensation (8%)	0	0	0	0	0
Insurance	2,500	2,500	2,500	2,500	2,500
Unemployment Insurance	125	129	133	137	141
Worker's Comp Insurance	400	412	424	437	450
Long term Disability	125	129	133	137	141
Paraprofessiona (1 FTE)	\$30,063	\$30,889	\$31,741	\$32,618	\$33,522
Supplies	500	250	250	250	250
Equipment	1,000	500	250	250	250
Total Cost Support Services-Pupil	\$56,113	\$56,851	\$58,134	\$59,713	\$61,339

Contractual Services

Administration

Backoffice Financial Support/Accounting	50,000	60,000	70,000	80,000	90,000
Human Resources	20,000	25,000	30,000	40,000	50,000
Legal	10,000	12,000	14,000	16,000	18,000
Auditing	10,000	10,000	10,000	10,000	10,000
Health Services-Nurse	20,000	25,000	30,000	40,000	50,000
Insurance	<u>25,000</u>	<u>30,000</u>	<u>35,000</u>	<u>40,000</u>	<u>45,000</u>
Total	\$135,000	\$162,000	\$189,000	\$226,000	\$263,000

Education

Assessments	10,200	9,500	9,500	9,500	8,110
Subtitute Pay	<u>4,000</u>	<u>6,000</u>	<u>8,000</u>	<u>10,000</u>	<u>12,000</u>
Total	\$14,200	\$15,500	\$17,500	\$19,500	\$20,110

Transportation

Transportation Services	97,870	143,123	250,000	300,000	325,000
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Technology

Laptops /Infrastructure Cost	225,965	175,000	125,000	125,000	125,000
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Security	30,000	30,900	31,827	32,782	33,765
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Custodial Services	30,000	30,900	31,827	32,782	33,765
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Food Services	65,404	123,576	181,748	239,920	298,092
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Operational Cost

Lease/Rent	120,000	120,000	120,000	120,000	120,000
Utilities	30,000	35,000	35,000	35,000	45,000
Furniture	75,000	20,000	20,000	20,000	20,000
Lawn Service/Snow Removal/Pest Control	<u>10,000</u>	<u>10,000</u>	<u>10,000</u>	<u>12,500</u>	<u>12,500</u>
Total	\$235,000	\$185,000	\$185,000	\$187,500	\$197,500

Total Contractual Services	833,439	865,999	#####	1,163,484	1,296,233
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C.2 Financial Management

The Monarch Board of Directors plans to adopt accounting policies and procedures that are based on the segregation of duties and independent reviews to ensure financial viability and integrity of the organization. Additionally, to ensure transparency and accountability, Monarch intends to adopt an attendance/data management system related to student, financial, HR and pertinent operational functions. Consequently, the Board agrees to comply with key financial obligations such as insurance and Annual Secretary of the Board Report (ASBR) and that any grants or federal programs the school receives will be administered in accordance with established guidelines.

Fiscal Feasibility

In order to operate as a financially viable, fiscally prudent and sustainable public institution, Monarch will: maintain a balanced budget; submit a financial audit to the Commission and to the state of Missouri each year by December 31st; remain current on all financial obligations; implement Board-approved policies for bids, Requests for Proposals, and financial controls; maintain a target 5-10% fund balance; under the leadership of the Development Committee of the Board, implement an annual fundraising plan for programs and events outside of general operating expenses; and have a dedicated position on the Board of Directors for a CPA or other similarly-qualified financial expert.

The Board of Directors and our sponsoring institution will work with the Head of School to ensure that these strategies are implemented.

Financial Accountability

Monarch shall be financially accountable. Monarch intends to hold all financial management at the Central Office and uses practices consistent with the Missouri Financial Accounting Manual. The Chief Operations Officer oversees budget process and directs receivables and payables. Monarch may contract out a range of accounting services with a third-party accountant. Over time, the Director of Facilities and Finance will conduct a feasibility study about the benefit of self-performing primary accounting services. The Director of Facilities and Finance oversees an annual audit performed by a certified public accountant, publishing audit reports and annual financial reports as provided in chapter 165, RSMo, provided that the annual financial report may be published on the Department of Elementary and Secondary Education's Internet web site in addition to other publishing requirements. The Chief Operations Officer also verifies that Monarch files its Annual Secretary of the Board Report with Department of Elementary and Secondary Education.

As a charter school with local educational agency (LEA) status, Monarch shall meet the requirements mandated by the Elementary and Secondary Education Act for audits of such agencies. For purposes of an audit by petition under Section 29.230, RSMo, the charter school shall be treated as a political subdivision on the same terms and conditions as the school district in which it is located.

Development and Fundraising

The Board of Directors of Monarch optimistically anticipates contracting with an external agency that specializes in fund development and fundraising during the planning stages and throughout

the charter when financially feasible. In addition to the large-scale community fundraising effort, the Head of School and the dedicated firm will identify regional and national grant-funding opportunities that support the mission. It is anticipated that Monarch will hire a Director of Fund Development when the funding is applicable.

The Board of Directors will approve financial statements on a monthly basis along with bank statements, bank reconciliations and data management system reports. Additionally, the sponsor will adhere to the Missouri regulation 5CSR20-100.260 as it relates to procurement policies.

Financial Oversight

The Financial Consultant and the Head of School will work in concert with the Board of Directors in relation to timely and accurate financial records, as well as prudent cash management. Monarch will adhere to all financial policies and procedures in accordance with the Missouri Accounting Manual and Generally Accepted Accounting Principles. These policies and procedures are intended to:

- Help ensure that the mission of the organization is achieved;
- Manage liquidity (sufficient cash to meet obligations);
- Maintain the long-term solvency of the organization (assist risk management by timely and accurate reporting to the Board); and,
- Achieve and document compliance with laws and restrictions.

To ensure the success of the organization, the Head of School and the Chief Operations Officer are required to safeguard the school's assets and properly report its financial activities to the Board. Timely and relevant reporting and oversight provide the Board with the financial information necessary to budget and plan for the future of the organization. Furthermore, it provides an ongoing opportunity to evaluate performance over accounting periods with consistency and accuracy. The set of standards and controls as detailed below ensures the conformity and timeliness of reporting necessary to understand the financial health of the organization, while at the same time ensuring that the assets and obligations reported are correct.

Internal Controls

The Head of School and the Board of Directors will establish internal control, the process designed to ensure reliable financial reporting, effective and efficient operations and compliance with laws and regulations. The Chief Operations Officer is responsible for the financial reporting process, which requires:

- 1) Segregation of duties** whereby different individuals are assigned responsibility for different elements of related activities involving authorization, custody and record keeping.
- 2) Proper authorization** of transactions and activities that ensures that all financial activities adhere to established guidelines.
- 3) Adequate documents and records** which provide evidence that financial statements are accurate. Controls designed to ensure adequate financial reporting and recordkeeping include the use of forms that are easy to use and sufficiently informative to all parties. These forms are designated to specific record keeping purposes and are to be filled out, authorized, and submitted according to the segregation of duties.
- 4) Physical control** over assets and records which helps protect the organization's assets. These controls: safes, fireproof files, computer-related controls dealing with

access privileges, and electronic backup and recovery procedures. Income and donations will be handled by the designated party only and will be recorded and placed in a predetermined safeguarded location until processing.

Banking and receipts of monies

Banking functions, including cash, check and credit card deposits and expense check withdrawals, are the responsibility of the Chief Officer of Operations in partnership with the accountant.

All receipts of cash and checks are to be submitted to the Chief Operations Officer or his designate on Tuesdays and Thursdays for deposit on Friday of each week. Items are to be kept in locked, secure locations prior to submission to the accountant. The Chief Operations Officer will record deposits on the Deposit Register and send the register to the Head of School along with a copy of the deposit receipt by the following Friday. All parties receiving cash assets including the Chief of Operations will:

- Open and process mail on a timely basis and in the presence of coworkers, if possible.
- Maintain a log of all cash items received.
- Endorse checks immediately upon receipt using an endorsement stamp.
- Provide security over cash items awaiting deposit at all times through predetermined safeguards (locked box in locked file cabinet).

The accountant provides the Head of School and the Chief Operations Officer on a monthly basis: balance sheet, income statement, statement of cash flows, budget comparison and a summary narrative of financial reports.

Annual Audit

The Head of School and the accountant will schedule an annual full audit completed by an independent certified accounting firm not otherwise affiliated with or serving Monarch. The Head of School, Chief Operations, staff, governing board members, and the accountant are required to adhere to audit recommendations, pending Board of Director review and approval. Monarch will publish annual audit findings per DESE requirements.

Student Records and State Reporting

Student records, including enrollment history, attendance, enrollment in special education, eligibility for free and reduced meals and English as a Second Language eligibility will be the shared responsibility of the Head of School, ELL Coordinator and the Chief of Operations. Student paper files will be organized into three categories: academic, business and enrollment. Access to these files is limited and will be managed by the Executive Assistant. Student electronic data systems will be fully accessible to the Head of School and the Chief Operations Officer.

The Head of School and the Chief Operations Officer will share responsibility for reporting to the Missouri Department of Elementary and Secondary Education. The Head of School will be responsible for reporting academic progress and data to the Board of Directors and any other required agencies.

Insurance

Monarch School leadership will make final decisions regarding contracts for services such as insurance prior to the school's opening. This application, however, provides appropriate assurances that a potential insurance provider is identified and adequate budgeting has taken place in preparation for acquisition of coverage. Brandon Cole serves as CharterSafe representative at Arthur J. Gallagher Risk Management Services in St. Louis, MO and provided information presented in this section. CharterSafe is the nation's first insurance program designed especially for charter public schools, and is available to any charter school operating in Missouri. All carriers for CharterSafe are rated at least A-BEST.

The list below identifies CharterSafe's capacity to provide required insurance, and also presents any necessary additional information for each category. CharterSafe offers a standard \$11 million coverage policy, with statutory coverage limits for Worker's Compensation and employee theft. Cost to the Monarch School in Year One is estimated to be \$10,000 (based on costs for other charter schools with similar liabilities). At full enrollment, the annual cost is estimated at \$60,000 (based on costs for a school of same size in St. Louis with similar liabilities).

- Directors' and Officers' Liability
 - May be accessed during school's pre-operational year for school board members at an approximate cost of \$1,200 per year
- Commercial General Comprehensive Liability that also expressly covers corporal punishment and athletic participation
- Educator's Legal Liability
- Employment Practices Liability
- Sexual Abuse Liability (separate policy or a separate part of general comprehensive insurance with independent limits)
- General comprehensive insurance with independent limits
- Automobile Liability
- Excess Liability or Umbrella (i.e., bundled commercial general liability, directors' and officers' liability, legal liability, employment practices liability, automobile liability, and sexual abuse liability)
- Workers Compensation Liability
 - Statutory coverage limit is always provided
 - Additional employer's liability (\$1 million, rarely accessed)
- Surety bond for the school's chief financial officer in an amount to be determined based on the cash flow of the school.

160.405.13 allows a charter school the option of obtaining a surety bond or acquiring an insurance policy covering all employees in the amount of at least \$500,000 in the event of employee theft. The Monarch School will acquire the appropriate insurance policy (available through CharterSafe).

RFP Procedures

The Board of Directors will adopt the RFP procedures and policies after the Head of School is selected. The Head of School in conjunction with the Board of Directors will follow the RFP policies adopted in relation to all vendors.

C.3 Facility

Monarch continues to explore all options to find suitable facility space for students in the initial years of operation. The first years will guide realistic long-term needs and goals. Under consideration are privately held traditional and non-traditional spaces, churches, and potentially working with the HMSD to acquire a vacant facility or lease space in an underutilized facility that meets square footage and ADA requirements, in addition to all state requirements. The goal is to be located as centrally as possible within the geographic preference boundary as described in B.5 Student Recruitment and Enrollment. To date, discussions have been held with real estate brokers, architects, developers, and other charter school organizations.

Monarch will carefully consider zoning issues and conditional use permitting requirements. The objective is to secure ample space for the student body to freely engage in active learning, with space for enrichment programs including art, music, special education, and outdoor play space. The building will be ADA compliant and meet city/school building codes. In addition to general classrooms, the fiscal assumptions include finding a facility with space for specialty classrooms such as; special education services, music room, art room, and library.

The facility selected will be compliant with all local, state and federal codes, regulations and statutes with regard to health, safety, security, and ADA requirements, and these codes, regulations and statutes will be adhered if renovation of the facility is required. The Board of Directors will highly recommend that the Head of School develop a Crisis Manual that conforms to standards required by the Missouri Safe Schools Act HB 1301 and 1298, SB 944. The policies therein include but are not be limited to: building safety, emergency procedures and evacuations for fire, tornado, earthquake and intruder alerts. This plan shall include specific plans to maintain safety and to ensure the safety of students and staff in the event of an emergency.

While Monarch has not identified the initial facility, there are several potential spaces within the target boundary under consideration. One facility option located in zip code area of 64134, known as Concord Fortress of Hope Church has been toured by multiple board members and Richard Hu, a certified architect serving on the board in April 2017. The 40,000 square foot facility has the rooms and capacity to serve Monarch's initial five-year charter term. The two-story building includes offices, classrooms, cafeteria, gymnasium, and outdoor playground area. The building has on-site parking. . Move-in costs for this facility would be minimal compared to a non-traditional facility. The board is in the preliminary stage and conversation with two other facilities options, both traditional school buildings in the zip code area of 64134

Monarch hopes to complete preliminary negotiations regarding initial facility space by late summer of 2017. If the Missouri State Board of Education approves our charter, we will move forward to execute a final agreement and begin our work to make the facility space school ready, fully ADA compliant, and aligned with our education model. We anticipate facility renovations to take place in the fall of 2017 through the spring of 2018. The facility will be ready for staff to begin their summer institute in August 2018.

Timeline

Monarch is currently seeking guidance and information from IFF, a local Kansas City broker with public school real estate experience. Prior to School leadership being selected, the Monarch School Board of Directors will hold primary responsibility in the facilities search and acquisition phase.

Budget Alignment

The Monarch School budget presented in Appendix C.1 reflects a facilities lease scenario as a baseline assumption. Although facility costs as a percentage of total revenue fluctuates dramatically over time, the average share of facilities to total revenues for Monarch is approximately 15%. This figure is in line with other Missouri charter schools, where facilities costs range from 7% - 27% of total revenues. IFF and Abacus Charter School Consulting have helped the school develop models for a variety of lease and ownership scenarios; however until the Monarch Board of Directors makes a decision regarding facilities, the lease option is the most practical for budgeting and forecasting purposes. The financial model assumes a \$12.50 per square foot cost, which covers lease, maintenance, and general fees. This amount could cover a financing payment if an acquisition or extensive leasehold improvement option is pursued. Availability, price, and the level of leasehold improvements will dictate any other costs that may be incurred. The model also factors in an inflationary factor of two percent to reflect an annual increase in facilities expenses. The school will notify its sponsor and present updated budget information and a repayment plan if incurring debt as part of the facilities acquisition plan becomes necessary.

C.4 Contracted Services

Transportation

Monarch intends to offer transportation to students living beyond a half-mile radius of the designated school site pursuant to [R.S.Mo](#)167.231. School leadership will manage the final transportation plan in cooperation with the contracted service provider, inclusive of policies and procedures and bus scheduling. Contrary to state statutes of 3.5 miles, Monarch will offer a transportation policy aligned with HMSD and other charter schools. Students will also be encouraged to walk or ride bikes, get rides from family or friends, carpool, or take public transportation. Monarch will assist students in finding transportation by facilitating carpools and by providing partial or complete funding for public busing (i.e. not school buses). Public transportation is a viable option, as multiple Metro bus routes run within a block or two of Monarch. For students who require transportation due to physical challenges or as required by an IEP, Monarch will make arrangements with a local transportation company to ensure that access to a free and appropriate transportation source is available. Monarch reserves the right to modify aspects of its transportation plan with school board approval, appropriate sponsor engagement and/or approval, and due reporting to DESE if funding allocations are affected.

Budget transportation assumptions derived from several key sources:

- Discussions with local charter schools serving similar populations or providing similar programming to Academie Lafayette and HMSD highest need area
- Estimates from Durham School Services – a major transportation provider to several Kansas City area charter schools.

The quotes provided for bus transportation for Monarch students were as follows:

- A dedicated bus for the school that is not paired with another school costs \$250 per day per bus.
- The service is only from home-to-school and school-to-home and serves only the Hickman Mills School District areas.
- Children are normally not on the bus for more than one hour.
- Durham provides certificate of liability insurance.
- The buses normally carry 65 passengers (3 to a seat) but the transportation estimates assume approximately 50 riders per bus to reduce time on the bus and make pickup scheduling as efficient as possible.

Budget Alignment

Based on conservative numbers, Monarch anticipates that the state reimbursement will offset 20% of the school's transportation costs. This percentage is in alignment with other Kansas City and Hickman Mills charter schools, and also reflects input from DESE finance staff. The Head of School in conjunction with the Board of Directors will follow the RFP policies adopted in relation to a transportation vendor.

Food Service

The projections noted below are based on estimates derived from State reimbursement rates:

- Cost per meal estimate based on enrollment projections, anticipated student demographics, and participation rates as provided by area charter schools
- Per meal cost estimates based on conversations with food service consultant as well as area district and charter public schools (e.g., breakfast = \$1.93; lunch = \$2.91; snack = \$0.51).
- Estimated federal reimbursements per meal for free, reduced, and ineligible students collected from the National School Lunch Program and School Breakfast Program (e.g., free breakfast = \$1.46; free lunch = \$2.68; free snack = \$0.74)

Modest student lunch fees are also calculated in the food service revenue model for “reduced” and “ineligible” student lunches. A service provider for the food has not been determined at the time of the submission of the application. RFP policies will be adhered to in selecting a food service provider.

Insurance

Monarch School leadership will make final decisions regarding contracts for services such as insurance prior to the school’s opening. This application, however, provides appropriate assurances that a potential insurance provider is identified and adequate budgeting has taken place in preparation for acquisition of coverage. Brandon Cole serves as CharterSafe representative at Arthur J. Gallagher Risk Management Services in St. Louis, MO and provided information presented in this section. CharterSafe is the nation’s first insurance programme designed especially for charter public schools, and is available to any charter school operating in Missouri. All carriers for CharterSafe are rated at least A-BEST.

The list below identifies CharterSafe’s capacity to provide required insurance, and also presents any necessary additional information for each category. CharterSafe offers a standard \$11 million coverage policy, with statutory coverage limits for Worker’s Compensation and employee theft. Cost to the Monarch School in Year One is estimated to be \$10,000 (based on costs for other charter schools with similar liabilities). At full enrollment, the annual cost is estimated at \$60,000 (based on costs for a school of same size in St. Louis with similar liabilities).

Directors’ and Officers’ Liability

May be accessed during school’s pre-operational year for school board members at an approximate cost of \$1,200 per year.

Commercial General Comprehensive Liability that also expressly covers corporal punishment and athletic participation.

- Educator’s Legal Liability
- Employment Practices Liability
- Sexual Abuse Liability (separate policy or a separate part of general comprehensive insurance with independent limits)
- General comprehensive insurance with independent limits
- Automobile Liability
- Excess Liability or Umbrella (i.e., bundled commercial general liability, directors’ and officers’ liability, legal liability, employment practices liability, automobile liability, and

- sexual abuse liability)
- Workers Compensation Liability
- Statutory coverage limit is always provided
- Additional employer's liability (\$1 million, rarely accessed)
- Surety bond for the school's chief financial officer in an amount to be determined based
- on the cash flow of the school.

160.405.13 allows a charter school the option of obtaining a surety bond or acquiring an insurance policy covering all employees in the amount of at least \$500,000 in the event of employee theft. The Monarch School will acquire the appropriate insurance policy (available through CharterSafe).

D.1 Pre-Opening Plan

For the purposes of this application, the matrix provided in Table 12 outlines key task areas, task descriptions, and the position primarily responsible for completion of the task for Monarch. These tasks and timelines may change and is by no means exhaustive.

The matrix demonstrates the Monarch School's capacity to plan for its start-up year and demonstrates the need for hiring its leadership team so far in advance of the school's opening.

The Monarch Board of Directors is committed to fundraising in excess of \$500,000 to provide financial resources during the school's start-up year to ensure all action items listed in the matrix are secured and completed. The school's leadership team Chief of Operations(COO) and International Baaculerate Coordinator will have an anticipated start date of March 2018. The priority of the start-up year is to accomplish critical development tasks and activities in anticipation of as strong a start as possible. A secondary priority is to develop leadership at the school and build networks with leaders of other high-performing schools through training and shadowing opportunities.

The Monarch School Design Team will be available to provide assistance to the school leadership and continue working on activities already in progress.

Table 12. Monarch Pre-Opening Activity Matrix

June- August 2017		
Task Area	Task Description	Primary Responsibility
Organizational	State charter school application approved by DESE (end of July / early August)	Monarch School Design Team (MSDT)
Finance and Operations	Federal CSP submitted	MSDT
Finance and Operations	Acquire forms (purchase orders, checks, etc)	Chief of Operations (COO)
Governance / Administration	Board transitions administrative work to school leadership team	Board of Directors (BOD) and Chief of Operations
Governance / Administration	All board meetings are now public under provisions of the Sunshine Law (pending approval of charter school application by DESE)	BOD
Academic Programme	School curriculum and academic programming development	IB Coordinator(IBC)
Communications and Outreach	Issue public statement regarding state approval and enrollment window timeline	Head of School (HOS)
September – December 2017		
Task Area	Task Description	Primary Responsibility

Organizational	Develop draft strategic approach for each of the key school goals	HOS
Finance and Operations	Develop operations and business policy frameworks	COO
Finance and Operations	Identify and acquire services of contracted accounting firm; purchase accounting software package	COO
Academic Programme	Continue refining and aligning curriculum to overall academic programme, philosophy, objectives, and state standards	HOS/IBC
Communications and Outreach	Work with Monarch School Design Team to draft roles, responsibilities, marketing priorities, recruitment strategies, etc.	HOS / MSDT
Communications and Outreach	Identify community events at which to promote the school over the next several months and begin making arrangements to be present	HOS/BOD
Facilities	Target location identified for school, facilities negotiations begin; Location based on target population and assessments conducted over previous 12 months.	BOD / HOS

January- March 2018		
Task Area	Task Description	Primary Responsibility
Organizational	Development of personnel and school policies completed	HOS
Finance and Operations	Refine monthly cash flow projections through FY12	COO/HOS
Governance / Administration	Position descriptions and duties defined for all board member roles	BOD
Academic Programme	Continue refining and aligning curriculum to overall academic programme, philosophy, objectives, and state standards	HOS/IBC

Communications and Outreach	Enrollment application, marketing materials completed and approved	HOS
Communications and Outreach	More intensive community outreach and recruitment plan implemented	HOS
Communications and Outreach	Parent and community engagement strategy completed (should be aligned to school policies as well)	HOS
Facilities	Negotiations commencing for target facility	BOD / HOS
Other	Evaluate current charter statute and check in with MCPSA regarding pending legislative agenda for 2018 session	HOS

Task Area	Task Description	Primary Responsibility
Organizational	Begin implementation of staff recruiting plan (plan for January / February launch)	HOS/ IBC
Finance and Operations	Identification of all necessary contracted financial resources complete	HOS
Governance / Administration	Final professional development plan completed	HOS/IBC
Academic Programme	Continue refining and aligning curriculum to overall academic programme, philosophy, objectives, and state standards	HOS/IBC
Facilities	Facilities negotiations completed	BOD / HOS

Task Area	Task Description	Primary Responsibility
Organizational	Develop job descriptions for key admin staff and general qualifications required for instructional staff (certification, experience, etc)	HOS/IBC
Organizational	Personnel and student policies completed and legally vetted	HOS
Finance and Operations	Establish staff salary range and benefits	HOS

Governance and Admin	Establish separation of duties (start-up staff, board, school leader, general staff)	BOD / HOS
Governance and Admin	Establish ongoing meeting schedule for coming calendar year	BOD
Communications and Outreach	Website completed	HOS
Facilities	Renovation / Rehabilitation Plan completed	BOD / HOS
Special Education	Begin search for SPED Director (build talent pool)	HOS/IBC
Task Area	Task Description	Primary Responsibility
Organizational	Clear outline of strategic approach in pursuit of key goals completed	HOS
Organizational	Clear description of school culture and mechanisms for promoting that culture completed.	HOS
Organizational	Build staff recruitment pool by contacting organizations or participating in state/local events (TFA, Networks, IB resources job fair, etc)	HOS
Organizational	Establish "waiting list" protocols for families already interested in the school.	HOS
Organizational	Design teacher evaluation system	IBC/HOS
Academic Programme	Engage with primary assessment provider to plan for school year annual growth testing	IBC
Communications and Outreach	Hold first Parent Information Fair to inform families of the option and build waiting list pending approval (explain lottery enrollment process)	HOS
Facilities	Facilities plan completed for target space, timeline for renovation and occupation confirmed	BOD / HOS
Other	Identify DESE or other trainings slated for 2018 that	HOS/ IBC

	would benefit personnel	
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	board, staff, or consultants and create a calendar reflecting those opportunities	
Other	Begin monitoring legislative session for changes in charter law that may impact school	HOS
February 2018		
Task Area	Task Description	Primary Responsibility
Organizational	Begin interviewing and hiring staff for following school year (start dates in July 2018)	HOS/ IBC
Organizational	Enrollment Window opens (approx. 15-30 days)	HOS
Communications and Outreach	Full recruiting plan in place for 30 day application window (street- level marketing, press releases, ads, neighborhood assoc, faith based groups); Second Parent Information Fair conducted	HOS
Special Education	Begin hiring process for SPED Director	HOS
Other	Complete unfinished tasks from previous months	HOS / IBC / BOD / MSDT
March 2018		
Task Area	Task Description	Primary Responsibility
Organizational	Continue staff hiring for upcoming school year	HOS/IBC
Academic Programme	Curriculum plan completed with alignment to GLEs, primary assessment tool, and other organizational components.	IBC
Academic Programme	Purchase curriculum materials	IBC
Academic Programme	Identify and plan for any specific curricular development needs among staff	IBC
Communications and Outreach	Public information releases / press releases regarding lottery enrollment process, waiting list, etc	HOS
Communications and Outreach	Third Parent Information Fair	HOS

Facilities	Building is prepared and available for facility tour by incoming students/families, including technology upgrades	BOD / HOS
Special Education	ELL Coordinator hired (willing to assist as much as possible until start date, assuming June 1)	HOS
April-May 2018		
Task Area	Task Description	Primary Responsibility
Organizational	Culture and school policy handbooks for incoming staff and other stakeholders; purchase data collection system	HOS
Finance and Operations	Issue comprehensive report on financial situation to BOD and development stakeholders	HOS
May- June 2018		
Task Area	Task Description	Primary Responsibility
Finance and Operations	Finalize Classroom Set Up/order last minute supplies	HOS/CCO
Education and Operations	Identify Training Schedule for Summer Institute	HOS/CCO/IBC
Education and Operations	Complete Enrollment Processes/ Continue to Enroll Students	HOS/CCO/IBC
July 2018		
Task Area	Task Description	Primary Responsibility
Education and Operations	Summer Institute (ALL STAFF)	HOS/CCO/IBC
Education and Operations	Prepare Entire School	ALL
August 2018		
Task Area	Task Description	Primary Responsibility
Education and Operations	First Day of Classes	ALL

D.2 Closure Plan

In the event that closure of our school is determined necessary, Monarch's Board of Directors will work with our charter sponsor and school leadership to ensure the orderly closure of the school and protect the best interests of displaced families and staff with a focus on assisting successful transitions for all parties involved. Any liabilities of Monarch shall be satisfied in accordance with the Sponsor's closure procedures and the procedures provided for in chapter 355, RSMo, and in full compliance with 160.405.1(17) RSMo.

The school closure plan denoted below maps the timing of activities that range from actions taken immediately following a decision to close through final closure activities. A detailed plan will be developed by the Head of School and adopted by the Board of Directors in advance of the school opening. The key categories of tasks are summarized below:.

- Immediate Tasks (Immediately and up to one week of the decision to close): A transition team dedicated to ensuring the smooth transition of students and staff and to close down the school's business will be formed. To ensure transparent communication, the transition team will notify our students and their parents/guardians, faculty and staff, local school districts, and the Missouri State Board of Education of the decision to close the school.
- Ongoing Activities (Through completion of the closure process): The transition team will ensure that instruction, school and board operations continue through closure.
- Pre-Closure Tasks (Within 30 days of the decision to close): These actions include identifying closure reserve funds and the acceptable use of such funds to support the orderly closure of the school.
- Post-Closure Tasks (Within one week to 120 days after the last day of instruction): Dissolution tasks during this period after the end of instruction include parental notification of final report cards, archival and transfer of student records, extensive financial reporting (including a closeout audit), formal document records archival and transfer, and submission of final reports to our charter sponsor, DESE and the State Board of Education as applicable. Monarch's Head of School is accountable for ensuring that student records are up-to-date and complete and that all records are archived and transferred appropriately. Monarch's Board Chair is responsible for the disposition of records, including (but not limited to) personnel records, financial documents, contracts, assets, and grants in accordance with charter school law and RSMo 160.405 1(17).

Statute
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Information Required by Missouri State Law

Description
Located in an eligible district
Sponsored by an eligible sponsor
Missouri non-profit
Sponsorship fees are in budget
Criminal background checks and family care safety registry conducted for all members of governing board
No board members hold office or is an employees of the school; or provides services
Submitted and approved by sponsor
Submitted copy of application to local school district within five business days
Performance contract (covering 160.400-160.425, 160.349)
Mission and vision statement for charter
Description of the organizational structure
Bylaws of governing body
Description of parent, professional educator, community involvement in governance and operations
Financial plan for first three years of operation
Description of policy for securing personnel services
Personnel employed by charter school shall participate in the retirement system of the school district
Personnel policies, including right to remain an employee of the district and non employ instructional personnel with revoked or suspended license
Noncertificated instruction personnel limited to 20%
Personnel qualifications
Professional development plan
Description
Description of grades and ages of students served
School calendar of operation, at least equal to 160.011
Description of pupil performance standards
Description of academic program performance standards including indicators, measures, metrics and targets;
Indicators, measures, metrics and targets for academic program performance
Goals on graduation, standardized tests and academic growth
Description of charter school's educational growth program and curriculum
Five year term for the charter
Procedures for monitoring financial accountability of charter consistent with MO financial accounting manual
Health, safety and other legal requirements
Description of student discipline policy

Description of student admission policy, including no tuition, no fees beyond what school district is prohibited
Description of student admission policy for students with disabilities
Description of the school's grievance procedures for parents and guardians
Charter School Agreement detailing sponsor intervention, revocation of charter
Closure procedures
Closure procedures include transition of student records
Closure procedures include archival of business operations
Description
Closure procedures include transfer or repository of personnel records
Closure procedures include submission of final financial records
Closure procedures include resolution of any remaining financial obligations
Closure procedures include disposition of charter school assets
Closure procedures include notification plan to parents, district, retirement, state board of education
Description of special education and related services available
Nonsectarian in programs
Nonsectarian admissions policies
Nonsectarian employment practices
Nonsectarian operations
Comply with state, county, city laws and regulations on health
Comply with state, county, city laws and regulations on safety
Comply with state, county, city laws and regulations on minimum educational standards
Comply with state, county, city laws and regulations on academic assessment
Comply with state, county, city laws and regulations on transmittal of student records
Comply with state, county, city laws and regulations on minimum school days and hours
Comply with state, county, city laws and regulations on employee criminal history background checks and family care safety registry; all employees
LEA complies with all requirements of ESSA as it relates to federal audit requirements
Debt included in repayment plan in financial plan
Provide a comprehensive instructional program for at least one grade or age group, K-12

Provide a comprehensive instructional program for at least one grade or age group, early childhood - OPTIONAL
Description
Design a method to measure pupil progress toward pupil academic standards
Establish baseline student performance in performance contract during the first year
Collect student performance data
Participate in the statewide assessment
Complete and distribute annual report card as prescribed
Provide data required for the student of charter schools
Comply with all federal and state laws and regulations regarding student with disabilities
Documentation a copy of the application was submitted to local district
Statement outlining reasons for approval by sponsor related to 160.400-160.425 and 167.349
Chief financial officer maintains a surety bond
Chief financial officer maintains an insurance policy
Collect and report average daily attendance, free and reduce lunch, special education and limited English proficiency pupil count
Description
alternative schools
Performance measures based on mission, curriculum, teaching methods and services
Comprehensive academic and behavioral measures to determine student meeting performance standards on a different and specified time frame
Annual report shall include comprehensive measures of student progress
May include alternatives for students to obtain credit
service providers/charter management organizations
Evidence of success in serving similar student population including demonstrated academic achievement, successful management on non-academic school functions
Term sheet for duration of service contract outlining the roles and responsibilities of the governing board, school staff, service provider
Term sheet for the duration of service contract outlining scope of services and resources provided by service provider
Term sheet for the duration of service contract outlining performance evaluation measures and timelines
Term sheet for the duration of the service contract outlining compensation structure, including clear identification of all fees to be paid to the service provider
Term sheet for duration of service contract outlining methods of oversight and enforcement
Term sheet for duration of service contract outlining CMO Investment disclosure
Term sheet for duration of service contract outlining conditions for the renewal and termination of the contract
Disclose any know conflict of interest between the school governing board and proposed service provider or any affiliated business
Disclose and explain any termination or nonrenewal of contracts for equivalent services for any US charter school within last five years

Assurance charter school legal council reports to the governing board
Process for approval of service provider expenditures intent to bill charter school have prior approval of governing board or designee

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