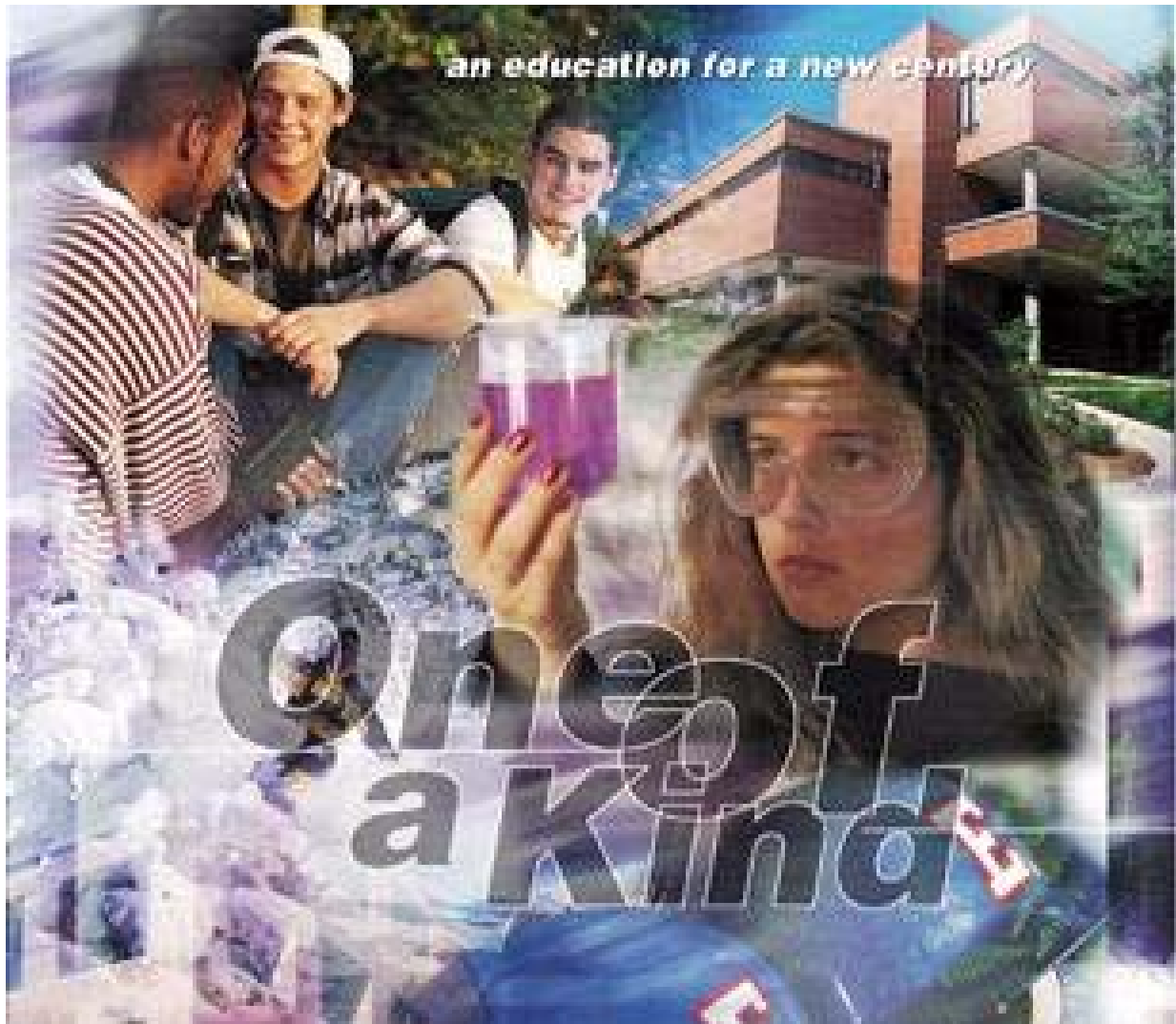


CitiArts, Inc.
presents



Leonardo da Vinci Middle School

*A State Charter School
amidst the campus of Eastern Connecticut State University
Willimantic, Connecticut*

DaVinci

Middle School



Executive Summary

CitiArts, Inc. is applying to the Connecticut State Board of Education to open a state charter school in 1998. The Leonardo DaVinci Middle School will be a tuition-free school serving grades 4 - 8 in Downtown Willimantic.

The school's specialized themes will be problem solving, citizenship and multiple intelligences. These were the skills that made Leonardo Da Vinci an accomplished scientist, mathematician, inventor, engineer and artist. These are the skills that will ensure our students' success in the 21st Century.

Problem Solving Focus

Multiple Intelligences Approach

Integrated Curriculum

Team Teaching

Partnership with Eastern Conn. State University

Extensive Arts-in-Education Program

Citizenship Strand

Democratic Structure

1:1 Student to Computer Ratio

Block Scheduling

Comprehensive Health Services

Da Vinci Middle School - the school of the New Renaissance!

Da Vinci Middle School

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DaVinci

Middle School



Section

I

School Vision and Design

1. Mission and Vision

Leonardo DaVinci Middle School shall be a state-chartered school for students in grades 4 - 8 in Downtown Willimantic, an urban setting in Eastern Connecticut.

The school is named for the man who we feel best embodies the skills necessary for success in the 21st Century. Leonardo Da Vinci was a scientist, artist, engineer, mathematician and musician. His **love of knowledge** and research was the keynote of all his endeavors. Not content with the technological limits of fifteenth century Europe, Leonardo became the consummate **problem solver**. He invented ingenious machines and designed practical civic engineering projects; and his innovations in painting influenced the world of Art for more than a century after his death. Da Vinci was also a true world citizen: he worked his entire life in **service to his community**.

Today, Da Vinci's combination of scientific and artistic knowledge is considered an aberration. Skills in mathematics and art are viewed as incompatible - drawn from two opposing hemispheres of the brain. It is assumed that a person is good in one or the other - never both! As a result of this thinking, the twentieth century has evolved as an age of specialization. Medicine is just one field which requires its practitioners to focus on a single interest. Physicists, engineers, lawyers, politicians: all choose to specialize. Schools promote this specialization, and students, today, are making career choices at an earlier and earlier age. Yet, the reality is that fewer and fewer adults stay in one career.



Self-portrait (1513)
by
Leonardo da Vinci



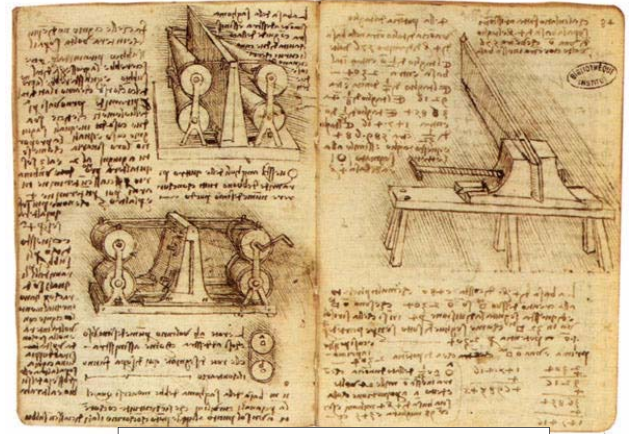
The 21st century is poised to take its place as the New Renaissance. Scientific advancement and technology are developing at an unprecedented rate, and access to information and knowledge is nearly unlimited. Da Vinci Middle School believes that students of the 21st century need to broaden, not limit, their capabilities for dealing with an ever-changing world. We believe that Leonardo da Vinci is the perfect model for today's students. As the embodiment of the true Renaissance Man, Leonardo exhibited a high level of development in each of the seven

‘intellegences’.

The Theory of Multiple Intelligences was developed by Howard Gardner and his colleagues at Project Zero of the Harvard Graduate School of Education. In *Frames of Mind* and subsequent books, Gardner proposes that there are seven types of intelligences:

Linguistic intelligence is related to words and language. Leonardo da Vinci kept journals throughout his life. In them he sketched ideas and inventions, and wrote on topics such as art, anatomy and the philosophy of life. His *Treatise on Painting* is still read by scholars today, and he had a reputation as a master of improvisation.

Logical-mathematical intelligence is involved in deductive reasoning, an affinity for numbers, and the ability to see fundamental patterns and structures in science and philosophy. Da Vinci was a gifted mathematician, who worked tirelessly to create the celebrated work *Divina Proportione* with Luca Pacioli, Italy’s leading math scholar in the 15th century.



A page from Da Vinci's journal
Codex Arundel (c. 1489)

Spatial intelligence is related to visualization and the capacity to create representations and structures in two- and three-dimensional space. Leonardo is credited with introducing a new approach to composition in his artwork. He was among the first painters to introduce atmospheric perspective into his landscape backgrounds; and he designed numerous sculptures and architectural structures.



The Virgin of the Rocks
(1503-1506)

Musical intelligence is a sensitivity to patterns of pitch and rhythm. Leonardo was widely known as a gifted musician and singer. He loved to play his lute, or the many other musical instruments he invented, frequently improvising the words and music as he proceeded.

Interpersonal intelligence is related to a heightened awareness of human relationships and the ability to communicate effectively, and involved in all collaborative work. Da Vinci was noted for his abilities as a persuasive conversationalist, and was frequently commissioned to work with other engineers and artists on civic projects. In Milan, he worked with others to develop a canal system that is still in operation today.



Codex Atlanticus (1497)

Intrapersonal intelligence is characterized by an awareness of one's belief system and its effect on action, and is involved in the reflective processes of the arts. In addition to his work as an art critic, Leonardo's journals reveal the depth of his self-awareness and the importance of reflective thinking.

Kinesthetic intelligence is characterized by a sensitivity to physical movement. Da Vinci's study of anatomy went beyond a mere study of the human form. He worked with the leading anatomists of his day to understand the body's movements through its musculature, skeletal and deep anatomical structures.

To succeed in the 21st century, students will need to develop all seven of these intelligences. Like Da Vinci, our next generation of students need to be lifelong learners and world citizens. They will need to be creative problem solvers, not adept memorizers. They will need to be pushing technology into the future, not dragged into the future by technology. And they will need to be team players, not isolated specialists.

Da Vinci Middle School - the school of the New Renaissance!

A. Mission Statement

Leonardo Da Vinci Middle School is committed to educating the whole child in an environment which pursues academic excellence, develops multiple intelligences, nurtures creativity and celebrates cultural diversity.

B. Specific Area of Concentration - Problem Solving

Problem Solving is Da Vinci Middle School's proposed area of concentration. To successfully navigate through the 21st century, Da Vinci believes that students must be multi-dimensional problem solvers. The MAST program identifies Mathematical knowledge, Artistic Sensibilities, Scientific processes and Technological Tools as the keys to 21st century problem solving.



Math first! Da Vinci Middle School places prime importance on mathematical skills as the single most important component of problem solving. All Da Vinci students shall be placed on an accelerated track to develop mathematical power. Da Vinci seeks to break the traditional view that Math is an elitist subject, reserved for those few 'gifted' students. All students, and staff, will learn to develop a respect for the demonstration and application of mathematical knowledge.



An extensive **Arts-in-Education** program will provide teachers of academic subjects with the ability to explore their subjects through all seven of the Multiple Intelligences. Academic subjects will use the arts as teaching methods and as thematic structures. Full-time instructors in Dance, Theatre, Music and Art will provide a comprehensive program of arts instruction, as well as create opportunities to team-teach with academic instructors.



Webster defines **Science** as 'knowledge gained through experience'. This could be the motto for Da Vinci Middle School, as well. Students will be exposed to the practices of inquiry, theory, experimentation and reflection. Da Vinci's focus on Science seeks to encourage students to interact with, and be curious about, the worlds around them; and seek the means for a deeper understanding of those worlds.



Da Vinci's **Technology Plan** is designed to ensure that our students remain on the forefront of emerging technology. Beginning with its first year of operation, Da Vinci will maintain a 1:1 student-to-computer ratio. Academic instructors will be trained in available software which supplements their textbooks, and all classrooms will be equipped with a TV, VCR, overhead projector and internet connection.

C. Overarching Goals

It is the goal of this charter school to help a student become an educated person: one who possesses a self-motivated ability to learn, a diverse yet well developed set of interests, and the desire to master academic skills to the best of his or her ability.

Da Vinci Middle School identifies an educated person in the twenty-first century to mean a person who: 1) is literate, 2) can understand, and function in, the world, 3) has an overview of the history of mankind in all its diversity, 4) has an understanding of political processes, 5) has an ability to solve mathematical problems and to think scientifically, and 6) has the values necessary to enhance the world in which he or she lives. This person is one who has realized his or her own special talents, and makes a life-long goal to use those talents to benefit humanity.

This charter school is based on the belief that the best learning occurs when:

- 1 Racial isolation is eliminated.
- 2 Real life "context based" learning is emphasized in a multi-disciplinary approach.
- 3 Subjects are explored through multiple intelligences.
- 4 There is enrichment through field trips, cooperative learning and independent study.
- 5 The entire community serves as the school campus.
- 6 There is an emphasis on teamwork and interaction - between students, families and teachers
- 7 Students and faculty have free access to the latest in computer technology and educational software.
- 8 Respect for others is vitally important, with zero tolerance for repeat offenders
- 9 Parents are an integral part of the educational community.
- 10 Students and teachers are treasured as individuals.

Overarching Goals



2. Learning Objectives

Leonardo Da Vinci Middle School seeks to provide a rigorous, academic curriculum that promotes high levels of student effort and academic achievement; and to create a community of peers who value scholarship, academic achievement, and creativity.

A. Broad Academic Goals and Objectives

Leonardo Da Vinci Middle School students shall perform and achieve as well as, or better than, students in traditional Connecticut public schools.

Students shall demonstrate competency in 1) mathematics skills, 2) science, 3) language arts, 4) humanities, 5) technology and computer skills, 6) health and 7) at least one World Language.

Each student shall become a responsible, independent, team player, who can locate information, combine information from a variety of sources, draw conclusions from information gathered, and communicate the results of investigations in writing, through oral presentations, and electronically to remote audiences.

B. Other Learning Objectives

Leonardo Da Vinci Middle School students shall develop high self-esteem through stimulating intellectual challenges and meaningful academic accomplishments.

Students shall be intrinsically motivated.

Students shall eagerly meet academic challenges and learn to take intellectual risks.

Students shall be constructive, productive and tolerant of different views, races, religions and values.

Students shall acquire research skills as a means of developing individualized learning, independent thinking, and self-reliance.

Students shall internalize the values of personal responsibility, individual freedom, and respect for others.

Students shall learn to recognize and use their strongest skills and abilities and to compensate and improve in areas where they are weak.

Students shall reason critically, solve problems creatively, develop intellectual integrity, tolerate ambiguity, and express ideas competently and fluently in oral and written presentations.

3. Educational Program

A. Core Academic Program

1. Mathematics

The power of mathematical intelligence forms the core of Da Vinci Middle School's academic focus on problem solving. The mathematical knowledge developed at Da Vinci will be more than a collection of rote skills, however. For each student, it will involve methods of investigating and reasoning, means of communication, notions of context, and development of personal self-confidence. This framework will provide quality and equity for **all** learners - not just the mathematically "gifted".

Da Vinci students will develop mathematical *power* through problem solving, communication, reasoning and connections. With this power, students will explore, develop, investigate, and **know**:

Number Sense and Number Relationships

Concepts of Whole Numbers, including: Operations, Fractions & Decimals,

Estimation, Whole Number Computation, Number Systems & Number Theory
Patterns, Relations, and Functions

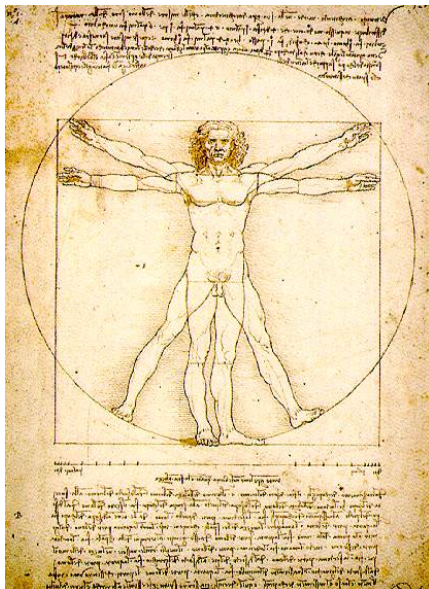
Geometry and Measurements

Spatial Sense and Geometry from an Algebraic Perspective

Statistics and Probability

Gathering and Graphing Data, Chance, Simulations, and Theoretical Probability

The Math program at Leonardo Da Vinci Middle School will be modeled according to the Curriculum and Evaluation Standards of the National Council of Teachers of Mathematics. Da Vinci's extensive Arts-in-Education program will provide it with the unique opportunity to use Music, Dance, Art and Theatre teachers to help students gain a conceptual understanding of Mathematics.



Study of Proportions (Vitruvian Man)

Inspired by the first century text *Vitruvius' De Architectura*, Da Vinci discovered mathematical proportions in human anatomy:

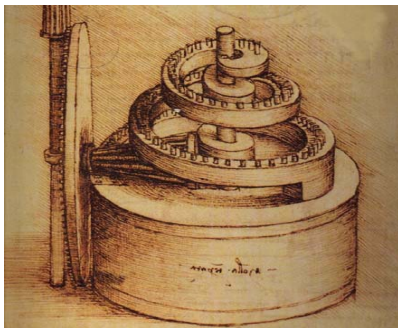
There is a 1:1 correspondence of a person's height to their arm-span (identified in the drawing as forming a square)

There exists a circular relationship to the reach and extension of the arms and legs.

2. Science

The Science curriculum at Leonardo Da Vinci Middle School shall be an inquiry-based program. Da Vinci students will engage in active inquiries to participate in scientific investigation and technological problem solving. The curriculum will include progressive explorations of the Physical Sciences, Life Sciences, Earth and Space Science, Social Sciences and Science and Technology, as follows:

- a Students shall develop an understanding of the **physical sciences** including: 1) properties of matter; 2) the particulate model of matter; 3) motions and forces; and 4) transformations of energy
- b Students shall progress from studying **life science** from the point of view of individual organisms to recognizing patterns in ecosystems and developing understandings about the cellular dimensions of living systems.
- c Students shall develop an understanding of **earth and the solar system** as a set of closely coupled systems, including 1) the structure of the earth system; 2) interactions and cycles of the earth system; 3) the Earth's history; and 4) the Earth in the solar system.
- d Students shall develop an understanding of **social science**, including 1) personal health; 2) populations, resources, and environments; 3) natural hazards; and 4) environmental risks and benefits.
- e Students shall learn to differentiate between **science and technology**.
- f Students shall develop an understanding of the nature of scientific inquiry, and will develop a foundation for appreciating the **history of science** and contributions made by scientists from other cultures.

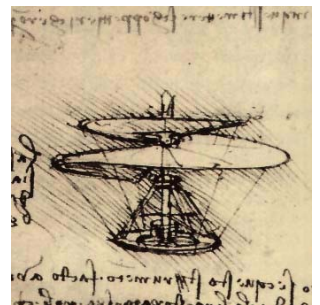


Spring Device
(Madrid Manuscript - 1486)

This drawing from Da Vinci's journals describes a system he designed for equalizing the release of a spring.

Leonardo's journals included observations and discoveries in astronomy, hydraulics, optics, botany, biology, meteorology and geology.

Da Vinci's scientific theories were based on careful observation and precise documentation. He understood, better than anyone of his century or the next, the importance of precise scientific observation



Ornithopter (1504)

Da Vinci's flying devices, although impractical, embodied sound principles of aerodynamics - centuries before man's first flight.

3. English/Language Arts

The overarching goal of the English/Language Arts curriculum is to teach students how to reason and use language purposefully as they listen, read, speak and write. All Da Vinci Middle School students will learn to read and listen critically for information, understanding, and enjoyment. Students will also learn to write and speak clearly, factually, persuasively, and creatively in standard English.

Reasoning and language skills shall be taught across the curriculum and through the four major components that comprise the English/Language Arts curriculum: Language, Literature, Composition and Media. It shall be taught through these four components to help students understand the nature of communication and the aims of discourse: literary, informational, persuasive, and expressive.

The educational objectives of the English/Language Arts curriculum are as follows:

- 1 Students will demonstrate understanding of the dynamics, nature, structure, and history of the English language.
- 2 Students will learn to respond thoughtfully to all forms of spoken and written literature: Students will read a rich variety of fiction, poetry, drama, and nonfiction from different time periods and cultures, relating them to human aspirations and life experiences.
- 3 Students will learn to write with clarity, coherence, and personal engagement.
- 4 Students will become effective users of electronic media.

Journal Writing

Journal writing will be used as means to develop reflective thinking in all subjects.

Leonardo da Vinci wrote his journals with backwards writing - it could be viewed intelligibly only by examining the pages' reflection in a mirror. This "mirror image writing"

is currently believed to be a sign of dyslexia.



4. Humanities and Social Studies

The primary goal of the Humanities program is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.

The Da Vinci Humanities program will include a variety of experiences which explore culture and diversity, including:

- the ways human beings view themselves in and over time and throughout **history**
- the varieties of **people, places, and environments** throughout the world
- the development of individuality and **identity**
- the **interactions** among individuals, groups, and institutions
- how people create and change structures of power, authority, and **governance**
- how people produce, distribute, and consume **goods and services**
- the relationships among **science, technology, and society**
- **global connections** and interdependence
- the ideals, principles, and practices of **citizenship** in a democratic republic



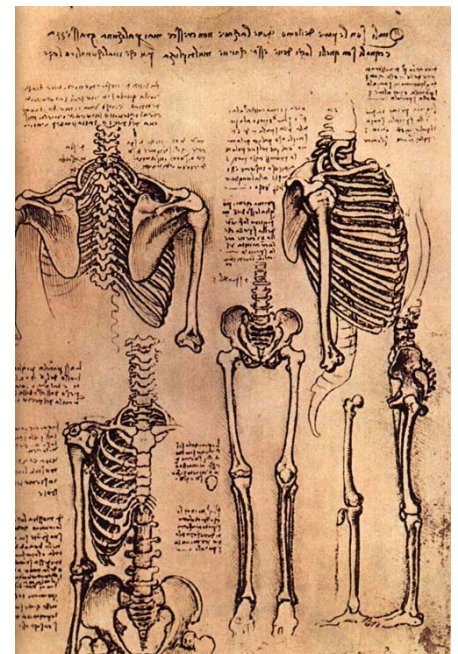
Democracy in Action

The daily affairs of the school are administered at the weekly School Meeting, at which each student and staff member has one vote.

5. Health and Physical Education

The Da Vinci Health and Physical Education program will include skill training and academic studies, including:

- current concepts of health promotion, disease prevention, and risk assessment in relationship to lifelong growth and development
- individual competence and versatility in movement skills
- understanding movement concepts, and relating physical activity to lifelong health
- the impact of social, cultural, economic, and environmental factors on health
- the identification, use, and evaluation of health information and resources



6. World Language

In keeping with the Da Vinci Middle School's philosophy of developing world citizens, an accelerated World Language program will be implemented. Exposure to world languages will occur beginning in the fourth grade, as students study other cultures in their English, Math, Science and Humanities classes. Formal instruction of Spanish will be required of all students beginning in the sixth grade, and eighth graders will have the option of beginning study of Chinese and/or Latin.

The objectives of the World Language program are to teach students to:

- a Communicate in languages other than English
- b Gain a greater knowledge and understanding of other cultures
- c Connect with other disciplines and acquire information
- d Develop insight into the nature of language and culture
- e Participate in multilingual communities and global societies



3. Educational Program

B. Unique Content Focus (2) - Arts-in-Education

Leonardo Da Vinci Middle School integrates a complete Arts-in-Education component directly into the school's curriculum. The Arts-in-Ed program seeks to:

- 1 Utilize the Arts as a Teaching Method
- 2 Integrate the Arts into all academic subjects
- 3 Offer a comprehensive Arts curriculum
- 4 Expose students to the Arts as lifestyle and/or career choices

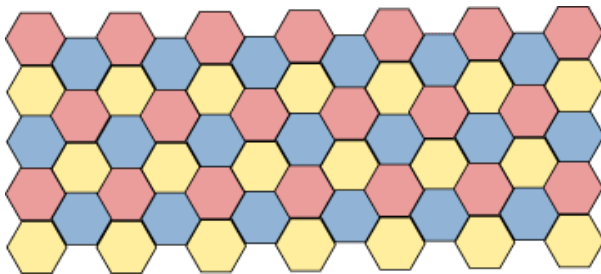
Teaching Math through Art

A Math lesson in tessellation - the arranging of geometric shapes to completely cover a region of space.



1. The Arts as a Teaching Method

Da Vinci Middle School shall model the teaching of the Seven Intelligences through the use of the Arts. Professional artists will team with subject-area teachers to develop the skills, resources and methodologies to develop units and lessons which rely less on students' linguistic intelligence (reading texts and listening to lectures) and more on their Spatial, Kinesthetic, Musical, Interpersonal and Intrapersonal



A tessellation of hexagams



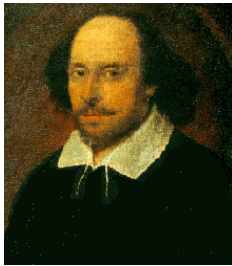
Sun and Moon by M. C. Escher
Art based on tessellation

2. The Arts Integrated with Academic Subjects

Students at Da Vinci Middle School shall learn about the Humanities, English, Health, Science, World Languages and Mathematics through the arts. Dance, music, theatre, and visual arts share common concepts, and illuminate ideas in the other academic pursuits.



In **Humanities** classes, students will investigate the cultural and historical context of the arts and learn how they reflect the nature of human civilizations past and present. Creators and performers of dance, music, theatre, and visual arts both reflect and shape their societies' values. By examining the arts, students and teachers will gain meaningful insights into understanding the cultures and history they are studying.



Students in all **English** classes will compare and contrast written expressions of human thought and emotion with those expressed through other art forms. Literature and Drama will consistently be portrayed as art forms, with relevant historical and cultural perspectives. Composition will be utilized as a means to reflect and analyze works of arts, including literature.



Health classes will frequently be team taught with a professional dancer to increase students' understanding of anatomy. Through dance exercises, students develop awareness of skeletal alignment, posture and placement. Other **Science** classes will use theatre and creative drama techniques to allow students to investigate their inquiries from a personal perspective. Studies of such concepts as movement and energy may be explored through dance and areas such as light may be explored through the visual arts.



World Languages and the arts share a common focus on making cultural connections. In their language classes, Da Vinci students will learn popular songs in the languages of that culture from the school's music teacher; folk and social dances that reflect the diversity of the country from a dance teacher; and view visual art from the society as presented by the school's Art teacher.



In **Mathematics** classes, students will draw heavily on the visual arts to explore geometric shapes and measurement. They will explore how artists represent three-dimensional space on a two-dimensional surface. They will learn about the principles of linear and aerial perspective developed by European Renaissance painters and apply them to observational drawings of buildings, interior architectural spaces and landscapes. They will also compare and contrast different ways of showing space, for example in Asian paintings, aboriginal Australian paintings, young children's paintings, and Cubist paintings.

3. The Arts Curriculum

The Leonardo Da Vinci Middle School will offer a comprehensive and sequential arts program in Theatre, Dance, Music, Visual Art, Literary Art and Moving Image Art. Creating and performing form the core of Da Vinci's arts curriculum. Creating refers to the making of art: for instance, students write dialogue, compose music, choreograph a dance, or draw a picture. Performing refers to the interpretation and presentation of an existing work: for example, students sing or play musical compositions by Leonard Bernstein, act, direct, and design a play written by Lorraine Hansberry, or perform a modern dance by Hanya Holm.

Through creating and performing, students will learn to use the arts as a form of communication for ideas, emotions, and beliefs. In order to communicate effectively in the arts, students must master basic skills and concepts: a body of knowledge referred to as "arts literacy."

Students shall also be introduced to a variety of artists' and performers' work chosen to be appropriate to students' developmental levels. As they respond to these works, students at Da Vinci will develop analytical and critical thinking skills. These skills will enable students to go beyond simple likes and dislikes and to make judgments based upon their knowledge of the elements, principles, processes, and techniques of each discipline.

The Arts curriculum shall sequence as follows:

Grade 4 - All students take "Introduction to Art", a year long course which introduces the different art disciplines and their historical and cultural contexts

Grade 5 - Students are required to take two "Explorations" classes (in any two of the six disciplines)

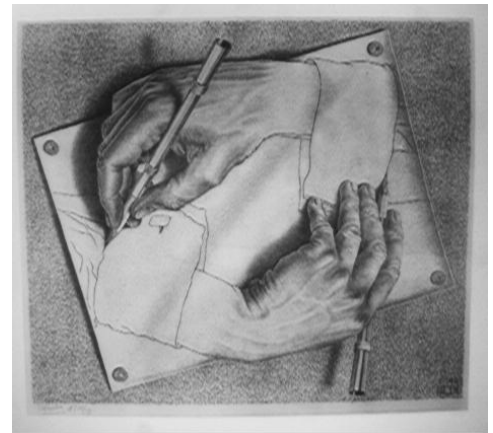
Grade 6 - Students must take one new "Explorations" class, one or two Art Electives

Grade 7 - Students must take two Art Electives (or one "Exploration" and one Elective) and one Ensemble Co.

Grade 8 - Students must take two Art Electives (or one "Exploration" and one Elective), one Ensemble Co. and create an Independent Project



Study of Woman's Hands by Leonardo Da Vinci



Hands by M. C. Escher (1948)

3. The Arts as a Career/Lifestyle

The Leonardo Da Vinci Middle School will present a number of additional opportunities for students to learn about the different career and lifestyle options offered in the Arts. Da Vinci Middle School shall offer:

- a. a monthly “Meet The Artist” program
- b. an active guest-artist series
- c. in-school performances by professional musicians and theatre and dance companies, and
- d. field trips to museums, public art and performances

In addition, the school’s Ensemble Companies will provide students with real-world opportunities to have public presentation and exposure to their own art work. The Ensemble Companies will include a Theatre Ensemble, Modern Dance Company, Youth Choir, Orchestra, Literary Magazine, Art Gallery and Film Company. Each company will be independently operated by the students, as a “School Corporation”.

CAREERS IN THE ARTS

Advertising artist
Aerial photographer
Airbrush artist
Animator
Architectural model builder
Architectural renderer
Art administrator
Art conservator
Art Director
Art teacher
Assistant curator
Audio-visual artist/designer
Bank note designer
Billboard artist
Book illustrator/designer
Book jacket designer
Bookplate artist
Calligrapher
Car and bus card artist
Art graphic assistant
Cartoonist
Catalog illustrator
Ceramic artist
Cinematographer
Copyist
Costume and mask designer
Courtroom sketcher
Creative arts therapist
Decorator
Designer
Direct mail artist
Display artist

Fashion designer
Fashion illustrator
Filmmaker
Floral designer
Furniture designer
Glass blower
Graphic arts technician



Graphic designer
Graphist
Greeting card artist
Illustrator
Interior decorator
Jewelry designer
Kitchenware designer
Label designer
Landscape architect
Magazine cover artist
Magazine designer/illustrator
Mannequin decorator

Motion picture animator
Motion picture artist
Motion picture scenic painter
Municipal graphic designer
Mural artist
Museum artist
Newspaper artist
Newspaper illustrator
Newspaper layout artist
Letterhead designer
Lithographer
Printing designer
Printing layout artist
Product designer/illustrator
Quick sketch artist
Record album designer
Retail department store art director
Scenic artist
Scientific illustrator
Set decorator
Set designer
Set illustrator
Silhouette artist
Silkscreen artist
Stained glass artist
Stencil cutter
Textile designer
Topographer
Toy designer
Trademark designer
Typographical artist
Urban designer

3. Educational Program

C . Teaching Methods

Clearly, no one instructional approach can meet all the needs of each learner. The Da Vinci curriculum invites its educators to explore the strengths of multiple approaches to instruction; it does not intend to promote one approach over others. Teachers shall judge when it is best to use direct instruction, inductive learning, Socratic dialogue, or formal lecture. Teachers shall also judge when it is appropriate for students to work individually, in small groups, or as a whole class. While Da Vinci shall encourage its educators to use a variety of methods, individual decisions shall be based on the teacher's careful assessment of students' knowledge, interests, and skills.

A curriculum focused on developing multiple intelligences also addresses matters of logic, inference, and truth. Moral questions drawn from literature; imaginary situations in which students are asked to argue a point of view; classroom discussions that draw out the underlying argument of an advertising campaign, poem, or editorial--- all can be invitations to teach students directly about the elements of persuasion, propositional reasoning, the distinction between form and content, and the features of ethical, logical, and effective arguments.



Teaching Practices

for all subjects, shall include:

- Cooperative Learning
- Reading Aloud
- Dramatization
- Responding through the Arts
- Classroom Book Collections
- Classroom Reading Time
- Community Resources
- The Use of Electronic Media
- Conducting Experiments
- Field Trips
- Memorization
- Group Reflection
- Multi-Disciplinary Units
- Independent Study

Finally, Reflective Writing and the Research Process shall be used across the curriculum: Formal and informal reflective writing shall be an essential tool for students to explore and clarify their ideas in all subjects. Students shall also learn to formulate open-ended research questions and use appropriate methods to answer them. They will learn to draw on a variety of sources to obtain information: experts, observations, experiments, libraries, and interactive technologies.

D . Partnerships - Health, Nutrition and Counseling

Da Vinci Middle School shall take advantage of its unique location to provide extraordinary health, nutrition and counseling services.

Da Vinci's partnership with Eastern Connecticut State University shall be utilized to develop a comprehensive student health and nutrition program. This program will cross many traditional classroom boundaries to help students develop life-long health and nutritional practices. This support will be provided through the curriculum in Health, Science, Dance and Theatre classes, and will be supported by a nutritional school lunch program through the university's Dining Services.

Da Vinci Middle School will also develop a strong relationship with both the Windham Memorial Hospital and the ECSU Student Health Center to provide all Da Vinci students with a wide array of health and counseling services. (See Section III, Part 5 for further details)



4. Student Assessment

A. Methods of Assessment

Upon admission to Leonardo Da Vinci Middle School, each student shall create an Individualized Learning Plan (ILP) along with his/her parents and a staff advisor. Bi-monthly meetings with the staff advisor will monitor the student's progress towards his/her individual goals.

Teachers shall individually decide on the amount and relative value of traditional assessment tools such as quizzes, tests and homework assignments. In all subjects, however, portfolio assessment will provide the primary means for ongoing evaluation of student progress. Students will maintain their portfolios according to school-wide standards, and focus on writings (journal or otherwise), investigations/discoveries, real-world applications, interdisciplinary connections, non-routine problem solving, and individual or group projects.

Students will issue self-evaluation reports to all of their teachers at the midpoint of each semester. The teachers will respond, in writing, to the self-evaluation forms. This communication will form the basis of mid-semester progress reports issued to the student and his/her family.

Standard grades (A-F) shall be issued at the end-of each semester to evaluate progress towards the ILP and document final credit. Such grades shall be derived according to a pre-determined formula which averages test scores, assignments, projects and portfolio evaluations. Periodic progress reports shall be maintained as part of a student's portfolio.

B. Connecticut Mastery Tests

All Da Vinci students in the sixth and eighth grades, shall take the Connecticut Mastery Tests (CMT) as required by law. Testing shall be done at the Windham Middle School at the regularly scheduled dates and times.

C. Mastery Test Assessment Program

Leonardo Da Vinci Middle School students shall score as well as or better than students in traditional Connecticut public schools. Student records shall track their performance from previous standardized tests and the results shall be used to develop each student's Individualized Learning Plan.

D. Students Scoring Below Proficiency Levels

Students who score below proficiency levels on the Connecticut Mastery Test shall have their ILP's re-evaluated at a student-parent-advisor conference. An accelerated Basic Skills plan shall be implemented at that time. A peer tutor shall be assigned to assist the student during a Basic Skills lab, and monthly follow-up conferences shall be scheduled to evaluate student progress.

E. Additional Assessment Indicators

After reviewing bibliographies published by the Educational Testing Service, the following assessment tools have been selected and shall be employed to measure the following domains:

Formal Thinking Skill : Arlin Test of Formal Reasoning

Creativity : Torrance Test of Creativity: Figural Form

Motivation : Harter Test of Intrinsic vs. Extrinsic Orientation in the Classroom

Self-Esteem : Coopersmith Self-Esteem Inventory



Middle School



Strength of Organizational Effort

1. Description of Founders

Alan Levy**Teacher/Director****Mansfield, CT**

Mr. Levy is the former Artistic Director and founder of Hartford Children's Theatre and the former Artistic Director of Youth Theatre Unlimited. He has directed over 100 plays in his career, and received national acclaim for his work. Mr. Levy currently holds a CT state teaching certificate in English, 7-12; and has six years public school teaching experience.

John DeNicola**Composer/Teacher****Westbrook, CT**

Mr. DeNicola is a CT state certified Music teacher, grades K-8. He has composed the lyrics and scores for such musicals as *The Velveteen Rabbit* (premiered at Hartford Children's Theatre) and *Dolly Madison* (premiered at Act One Theatre). John has also Music Directed and performed in numerous productions.

Heidi Klecak**Choreographer/Teacher****Mansfield, CT**

Ms. Klecak teaches ballet, jazz, tap and modern dance for St. Joseph College, Eastern Conn. State University, the Mansfield Council for the Arts and the Marjorie Serafin School of Dance in Stafford Springs. She is the founder and Director of the CitiArts Youth Dance Ensemble., an all-youth modern dance company.

Steven Kornfeld**Banker****Wethersfield, CT**

Mr. Kornfeld is a Vice-President of Mortgage Services for the Savings Bank of Manchester. He has worked in the banking industry for nearly twenty-five years

Edward Jason**CPA****W. Hartford, CT**

Mr. Jason is a CPA and owner of the accounting firm of Whittlesy & Hadley, P.C. He has had extensive experience in the non-profit sector, including the Roman Catholic Archdiocese of Hartford and the United Way. He is a lecturer on the financial and tax aspects of not-for-profit organizations, and is commonly called upon to serve or testify as an expert witness. Mr. Jason is also the proud father of four children, ages 7-15.

A. Founders, Cont.

Lyne Lockhart

Paralegal

Colchester, CT

Ms. Lockhart has worked for the law firm of Regnier, Taylor Curry & Eddy in Hartford for the past 12 years. Prior to that, Lyne worked for the Greater Hartford and the Middlkesex Chambers of Commerce. She is the proud mother of Michelle, age 13, who has been acting and performing since the age of five.

Amanda Sywak

Student

Glastonbury, CT

Amanda is a 13-year old student at the Welles Middle School in Glastonbury. She has been performing since she was nine, and has appeared in such productions as *Into The Woods*, *Starmites*, *Cinderella* and *Our Town*.

Nora Matthews

Student

Hartford, CT

Nora is a graduate of Bulkeley High School in Hartford, currently attending Trinity College as a Theatre major. She has been studying acting and performing since the age of 8 and has performed in such productions as *Peter Pan*, *Mother Hicks* and *West Side Story*.

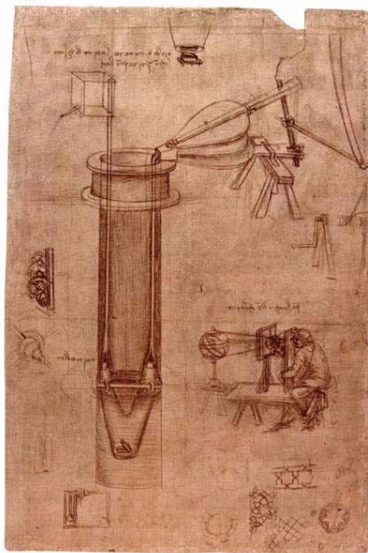
Alan B. Lazowski

Business Owner

Hartford, CT

Mr. Lazowski is the co-founder of LAZ Parking, one of the largest parking operations in the city of Hartford. He is also the President of LAZ/KARP Realty Inc. with many real estate holdings in and around Hartford. Mr. Lazowski is one of the partners in the planned North Meadows Expo Center.

B. Proposed Advisory Council

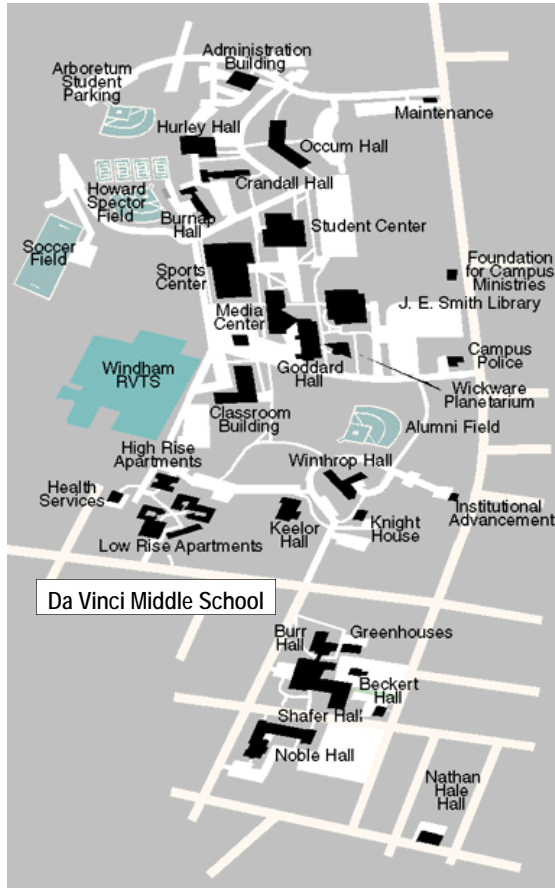


A page of Da Vinci journal, showing innovations for mechanics and art. The charter school will be advised by a mix of community, educational and artistic leaders.

- Denise Merrill, State Representative
- Walter Polokovich, *First Selectman*, Windham
- David Carter, *President*, Eastern Ct State Univ
- Geri Langlois, *President*, Windham Mills
- Hari Koirala, *Professor*, Eastern Ct State Univ
- Laura Kolk, *Graphic Artist*, Kolk Design
- Ken Lowd, *Teacher* (retired)
- Mixashawn, *Musician*
- Ching Hosier, *Dancer/Choreographer*
- Elsy Negron, *Professor* Eastern Ct State Univ
- Yolanda Negron, *Former First Selectwoman*
- Dennis Peabody, *Artist*
- Rich Repko, *Interior Designer*, Repko Design
- Rae Tattenbaum, *Social Worker*

C. Higher Education Partnership

Da Vinci Middle School will be uniquely situated to take advantage of an extensive partnership with major state institutions of Higher Education.



The principle partnership shall be with Eastern Connecticut State University. The proposed location of the charter school is in the former Kramer Middle School building (see Section IV, Part 2 for details) in Willimantic, Conn. This building is situated directly in the middle of the ECSU campus, as can be seen in the adjoining map.

This situation allows both institutions an opportunity for a unique relationship. Da Vinci students shall have full access to the entire ECSU campus and educational facilities. The school will be able to connect to ECSU's extensive computer network, allowing VAX and Internet service in all classrooms.

In exchange, Da Vinci will be utilized as a "Teaching Lab" for the ECSU Department of Education. ECSU shall place student teachers and interns at Da Vinci. Field experiences and observations will be conducted regularly at the charter school, as well. Please see Appendix AB, for letter of support from ECSU.

J. Eugene Smith Library

Students at Da Vinci Middle School will have full access to ECSU's new library, scheduled for opening in September, 1998. The building will be a world-class facility designed for the 21st century. Features will include:

- 3 computer labs
- a community conference room
- 24-hour study rooms
- seating capacity of nearly 1000

In addition, the library will serve as the headquarters of Eastern Conn. Library, Inc., connecting public, academic, school, and special libraries throughout the region.



Artist's rendering of the new library, now nearing completion

C. Higher Education Partnership, cont.

Some of the other Eastern Conn. State University facilities and resources that will be available to the students of Da Vinci Middle School include the following:



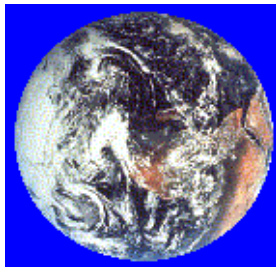
Food Services will be provided in ECSU's Hurley Hall, by the school's contracted food service corporation. For each lunch, students will be provided a choice of five desserts and three hot entrees, including a meatless option. A salad bar, deli service line, fast-food grill service and a variety of beverages will be available at every lunch.

The ECSU **Student Health Center** is located one block from the Da Vinci Middle School. Please see Section III, Part 5 for complete details about Da Vinci's Health Services.



The **Arboretum** is an on-campus forested/wetland area, which will provide a natural field laboratory for investigations into plant and animal sciences. In addition, ECSU has a state of the art Water Analysis Laboratory which is equipped for determining inorganic constituents in water samples collected from the Arboretum and other local sites, such as the nearby Willimantic River.

The **Wickware Planetarium** will provide students with direct access to an astronomical observatory.



The **Aero*Space and Environmental Education Resource Center** provides students with direct access to the resources of the National Aeronautics and Space Administration (NASA), Federal Aviation Association (FAA), and the Connecticut Department of Environmental Protection (CT DEP).

Athletic Facilities are within easy walking distance. This convenience allows for their use as supplementary educational facilities, as well as outdoor recreational space. The ECSU Sports Center includes an Olympic-size pool, racquetball/squash courts, a dance studio and a fully-equipped weight/fitness room.



The **Fine Arts** Department will provide students with resources and facilities in Theatre, Dance, Music and the Visual Arts. Two performance facilities (Shafer Auditorium and the Harry Hope Theater) will be available for student productions and School Meetings. In addition, students will be able to take advantage of performances, recitals and gallery showings presented by Eastern's student artists and the Fine Arts Department.

Other Local Partnerships

The Windham Board of Education has agreed to provide support services to the charter school. This partnership shall allow Da Vinci administrative, health services and facility support. See Appendix AA, for further details.

D. Future Recruitment of Board Directors

The current list of Directors on the CitiArts, Inc. board is contained in Appendix H.

Da Vinci Middle School shall have an on-going process to develop a list of qualified candidates to fill the Business, Community and At-Large positions on the Board of Directors. Student, parent and staff representation shall be elected by their various constituents as described in Section 2 A, on the following page.

2. School Governance

The governance of the charter school shall be modeled after the Sudbury Valley School in Boston, which itself is based on the model of a traditional New England Town Meeting. The daily affairs of the school are to be administered at bi-weekly **School Meeting**, at which each student and staff member shall have one vote. Rules of behavior, use of facilities, expenditures, staff hiring, and all the routines of running an institution are determined by debate vote at the School Meeting. In this way, students share fully the responsibility for effective management of the school, and for the quality of life at school.

Parents shall have a major role in setting school policies. Legally, the school is a non-profit corporation, and every parent becomes a full voting member of the **Assembly**, as the corporate membership is called. The Assembly also includes students, staff, and other elected members. It meets at least once a year to decide the school's budget, tuition rates, and all questions of broad policy.

A. Establishment of the Assembly as the Governing Agency

The school as a legal entity is a Connecticut Corporation, CitiArts, Inc. CitiArts has been determined to be a non-profit corporation by the IRS and, as such, there are no shareholders. In accordance with the Operations Manual of CitiArts, Inc., Da Vinci Middle School shall be governed by the "Assembly" which is made up of students, staff, parents, and a board of directors. The Assembly shall determine all basic policies, the annual budget, salary scales, the award of diplomas, and the election of Officers and Directors. The agenda of the Assembly is published in advance and mailed to all members. Any Assembly member can put an item on the agenda by mailing it to the Secretary of the Corporation; items may also be brought up on the floor of the meeting for discussion and vote.

The Officers of the Corporation are a President, who presides at meetings of the Assembly and Board of Directors; a Vice-President who assists the President in his duties; and a Treasurer and a Secretary, both of whose functions are the standard ones implied by their titles.

Every year the Assembly shall also elect a Board of Directors which serves as an advisory panel, studying as best it can the various questions referred to it by the Assembly and reporting back to the Assembly when it is ready to do so. Board of Directors meetings are open to all Assembly members to attend and, where possible, advance notice is given of the topic under discussion.

B. Internal Form of Management

The day-to-day life of the school shall be governed by the School Meeting, both directly and through its various agents. The School Meeting consists of all the people at school on a day-to-day basis -- namely, all students and staff, each of whom has a single vote. The School Meeting shall meet every other Wednesday afternoon and run according to Robert's Rules of Order.

The School Meeting shall have full operational authority to run the school, subject only to the policies set forth by the Assembly. The School Meeting does all: it spends money, hires (and fires) the staff, passes all the school rules (the permanent rules are codified in the School Operations Manual), oversees discipline, and sets up any number of administrative entities to keep the school running smoothly. The School Meeting shall be presided over by the School Meeting Chairman who is effectively the school's Chief Executive Officer. The School Meeting also elects a Secretary to keep records.

School Meetings are open (except on rare occasions; they shall be closed, for example, when there is a personal discussion involving a particular student).

To keep all the myriad activities of the school running smoothly, the School Meeting will create Clerks, Committees, and School Corporations.

Clerks are basically administrative officers. For example, there shall be an Attendance Clerk who supervises attendance records, after-hours use of the building, keys, etc. There is a Grounds Clerk who takes care of the grounds, a Building Maintenance Clerk who takes care of the buildings, and so on. When the School Meeting creates a Clerkship, it spells out the person's exact powers and duties and confers its authority on the Clerk within the domain it has defined.

Committees take care of broader tasks. For example, the Aesthetics Committee takes care of all matters relating to the school's appearance, interior and exterior design, furnishings, exhibits/art work, cleanliness.

School Corporations are formal interest groups. They are the equivalent of Departments at other schools. For example, there could be a Da Vinci Dance Co. to take care of all dance activities; a Da Vinci Film Corporation; and so forth. Corporations are chartered for a specific set of purposes by the School Meeting and given certain powers. Funds are channeled through the Corporations to support various educational activities.

The school's disciplinary problems are taken care of in the context of the Judicial System established by the School Meeting. The details of the Judicial System are described in Section III, Part 4.

C. Roles and Responsibilities

1. The **Assembly** (the Da Vinci Governing Body) shall be responsible for charter accountability and revision, all the school's basic policies, salary scales, selection of Officers and Directors, selection of staff, appointment of the director from amongst the faculty, budget development and approval, and the school calendar. All decisions of the Assembly shall be by majority vote.
2. The **School Meeting** has full operational authority to run the school, as described in the preceding section.
3. All **Students** of Da Vinci Middle shall have a single vote at any Assembly or School Meeting they attend. As a practical matter, students should greatly outnumber the staff at all School Meetings.
4. All **Teachers** at Leonardo Da Vinci Middle School shall have a single vote at any Assembly or School Meeting they attend.
5. **Parents** shall be an important part of the Da Vinci program. All **Parents** of Leonardo Da Vinci Middle School students shall have a single vote at any Assembly Meeting they attend. Parents shall also be expected to attend an initial conference with their child to develop the student's Individual Learning Plan and other progress conferences as needed. Parents shall be expected to volunteer ten hours a year. Some parents shall do this by coming into the classroom once a week. Other parents may plan field trips, family nights, or celebration days. Some parents may make audiotapes of books, or sew beanbags for juggling, or cover paperbacks. Still other parents may take students on special trips to cultural or athletic events. The only limit to volunteer ideas is the imagination of the teachers and the parents.

3. Evidence of Support

A. Scope of Community Support

The breadth and diversity of the community support for this charter school is indicated by a number of documents contained in the appendices:

- | | | |
|---------------------------|---|------------|
| 1) Educational Community: | | |
| | Letter of Support, Eastern Conn. State University | Appendix A |
| | College Student's Petition | Appendix N |
| 2) Parents: | Parent' Petition | Appendix L |
| 3) Students: | Student Petition | Appendix M |

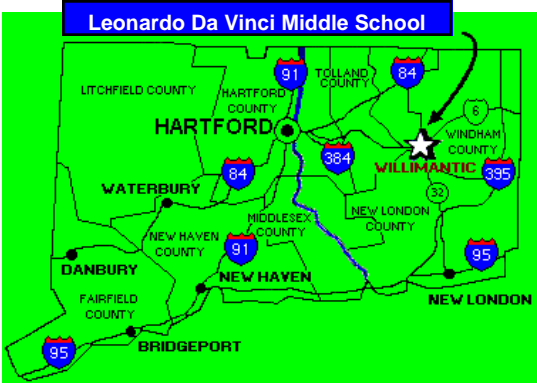
DaVinci

Middle School

Student Composition, Services and Policies

1. School Demographics

A. Location



Leonardo Da Vinci Middle School shall be located in downtown Willimantic (Windham), a community rich and diverse in ethnic, political, industrial and cultural resources. The school shall view the entire downtown community as its school campus, and draw heavily on partnerships with those resources. At the same time, Willimantic is a small river city, which enables the Da Vinci Middle School access to its geographic as well as historic and cultural foundation.

Willimantic is in Windham county, in the heart of Eastern Connecticut.

B. School Calendar

School Calendar - The Leonardo Da Vinci Middle School shall operate on a school calendar that coincides with that of the Windham Public Schools. The Academic year shall consist of two semesters. Each semester shall contain two nine-week quarters and a flex week for special projects and/or final performances.

Hours of Operation - Leonardo Da Vinci Middle School shall operate Monday - Friday from 8:30 am - 3:00 pm. Optional extended hours of operation continue until 5:00 pm every day. Early morning drop off is available for working parents beginning at 7:30 am.

Daily Schedule - Every day except Wednesday, the Core Academic Program is conducted between the hours of 8:30 am and 3:00 pm. Students' schedules include four 90-minute class periods on those days. During the academic core time, teams of teachers work together to help students learn mathematics, science, health, language arts, social studies and the arts. Every Wednesday afternoon students are released at 1:00 pm to attend the School Meeting. Wednesday morning activities are scheduled by grade.

Sample 7th Grade Class Schedule

8:30-10 am	social studies	math	community service	social studies	math
10 am-	computer / writing	english		study	english
	l	u	n	c	h
12:00-1:30	spanish	drawing/painting	school meeting	spanish	drawing/painting
1:30-3 pm	jazz dance 2	science		jazz dance 2	science

C. Range of School Grades

Leonardo Da Vinci Middle School shall be open to all students in 4th through 8th grades.

D. Projected Enrollment

The charter school's ultimate enrollment goal is 250 students. The charter school has a plan, as follows to attain that goal:

Projected Enrollment	
Year	Number of Students
1998-99	125
1999-2000	200
2000-2001	250

E. Unique Demographic Characteristics

Leonardo Da Vinci Middle School seeks to create a well-balanced and diverse student population. To achieve this goal, as well as to help eliminate racial isolation, the charter school shall seek to enroll an even mix of students from the local school district (Windham) and from outside of the local school district. Based on the demographics of the current Windham city and county and populations, this should result in an ethnic ratio, as follows:

- 39% Caucasian
- 32% Latin-American
- 23% African-American
- 3.3% Asian-American
- 2.7% Native-American & Other

The other significant characteristic of the Da Vinci student population is its economic base. Again, since a 50% of the students shall be from Windham, it can be anticipated that half of the school's students will come from families with a median per capita income of under \$12,000.

2. Special Needs Populations

A. Special Education Students

Students with special needs will thrive at Da Vinci Middle School. The school's basis on active learning and multiple intelligences insures that special needs students will have a greater chance of succeeding as main-streamed students. Of special note is the school's suitability for students with Attention Deficit/ Hyper-activity Disorder (ADHD). Please see letter from social worker Rae Tattenbaum (Appendix B)

All students identified as being unable to progress effectively in a regular education program shall be entitled to special education services at Leonardo Da Vinci Middle School. Each parent of a child designated as requiring special education, shall examine the extent to which the Da Vinci program might replace or modify his/her child's current Individualized Educational Plan (IEP). Da Vinci will utilize the services of EASTCONN in North Windham, Conn., to coordinate and/or deliver the special education services necessary for the students.

B. Students Not Proficient in English

The curriculum of the Leonardo Da Vinci Middle School is designed to accommodate a full range of ability levels, rates of learning and proficiencies in the English language. Da Vinci shall provide for remedial language arts instruction for all students designated as deficient in the English language. Bilingual education will be considered an option on an as-needed basis.

3. Admissions Policy

A. Policy and Criteria for Admissions

Leonardo Da Vinci Middle School shall provide full and free access to its programs, on a space-available basis, to all eligible students without discrimination on account of race, ethnicity, religion, national origin, gender, disability or achievement level..

Any and all students who demonstrate an interest in the charter school's educational philosophy shall be considered for admission. If there are more applicants than openings, a lottery shall be held to select students for admission .

B. Outreach Efforts

The charter school shall seek to achieve a racial, and ethnic balance among its students that is reflective of the general population of the Greater Windham community. To this end, Da Vinci shall seek to enroll an even mix of students from within and without the local school district (Windham).

All advertising and promotion for the school shall be undertaken in a manner to ensure equal exposure to district and non-district students. The primary goal of the promotional efforts shall be to provide parents and students with comprehensive information about the thematic, interdisciplinary approach and multiple-intelligence focus of the school, so that they can decide whether Da Vinci would best promote the student's intellectual development and academic achievement. Promotional efforts shall include:

- Press releases to local and regional newspapers
- Flyers and posters delivered to area schools
- Direct mail
- Public information at fairs, expos, etc.

C. Admissions Process and Timeline

The admissions process shall consist of 1) application; 2) evaluation; and 3) selection.

1) Application: Students shall complete an application packet which contains biographical information, student transcript, a student interest inventory and a written statement.

2) Evaluation: All potential students shall have their application evaluated for eligibility. All applicants shall be deemed eligible if they have completed the application form, included an official transcript from their most recent school, successfully completed grade 3, 4, 5, 6 or 7; and provided a written statement of their interest in the program. The evaluation process then seeks to help parents and students decide whether the Da Vinci Middle School is best suited to their needs and learning style. The evaluation process will center on whether the student's motivation, interest in the school's focus, capacity for work on long-term interdisciplinary projects, and ability to work effectively with others would make the school a good environment for the student to learn and grow. A parent/student interview may be an option.

3) Selection: If the total number of students who are eligible for admission to the charter school is greater than the number of spaces available, then an admissions lottery shall be held to fill all of the spaces. The lottery process shall continue until all applicants have been assigned. Applicants who are not admitted shall be placed on a waiting list, in the order in which they were selected in the lottery.

Procedure	Date
Application deadline	April 15
Lottery drawing - district	April 30
Lottery drawing - non-district	April 30
Admission Notices and Contracts mailed	May 1
Contracts due	May 15
Waiting list contacts	May 20

D. Impact on School Mission

The Admissions Policy of the Leonardo Da Vinci Middle School speaks directly to at least one aspect of the school's mission: the elimination of racial isolation. The school's policy is designed to create a diversity in the school's student population that is a reflection of the larger community.

E. Diversity

Creating a truly diverse educational environment is a priority for the Da Vinci Middle School. The curriculum of the charter school has been designed from a multi-cultural perspective which seeks to celebrate diversity. All of the school's educational units, their materials, as well as the instructional guidance, shall be driven by a world perspective and a commitment to developing citizenship. Only in such an environment, can a school hope to create truly educated world citizens.

4. Student Discipline

A. Policy Statement

The foundation for the Da Vinci Justice System is a code of ethics which shall be published in the school's Operations Manual and delivered to all students, staff and Directors. The underlying principle of the school's code of ethics is respect. All members of the Da Vinci community are expected to act with respect towards each other, the school and the community at large.

Violations of any code shall result in an enactment of the judicial process. There are five distinct stages to the judicial process. These are, in order:

Allegation -- A person is alleged by someone to have committed a misdeed. This allegation can be brought by individuals (staff, students parents, etc.), groups, partnerships, corporations, committees, or other privately organized entities. The allegation shall be presented in writing and witnessed. It is the hope of the judicial process that most allegations shall be resolved by the parties in question. For example, if a student disrupted or interfered with the educational process of another, a teacher would hand the student in question a written allegation. This act would require the student to meet with the teacher in private within 24 hours. If both parties agreed on the nature of the disruption, suitable alternatives may be agreed upon and no further action would be required.

Investigation -- If the allegation is considered to merit further action, or if the alleged party fails to respond to the allegation, an investigation is made of the circumstances surrounding the

allegation. The investigation shall be carried out by a student-teacher team selected at random from the school population. If the investigating team succeeds in mediating the incident to the satisfaction of both parties, no further action would be required.

Charge -- If the investigation is deemed to have yielded sufficient cause for further action, or if the investigating team is unable to mediate a settlement, a charge is made that a specific law has been violated, and the alleged violator is brought to trial.

Trial – A trial will be set within five school days of a formal charge. The trial may be held before a judge, with or without a jury, or before an arbitration panel; and delivers a verdict as its culmination.

Sentence -- If a person is found through the trial process to have done wrong, that person is sentenced. Most sentences shall be in the form of an imposed probation on the wrong-doer. Such probation would prohibit the person in question from taking part in any extra-curricular activities (field trips, performances, production companies, etc.) for a specified period of time.

Suspension – Certain ethics violations carry mandatory suspension. Examples include assault, possession of a restricted weapon, possession of illegal drugs (including alcohol and tobacco) and plagiarism.

B. Student Expulsion and Suspension

Students may be suspended or expelled from the charter school at any time by the school's director for non-compliance with the terms of the student/parent contract signed at the time of enrollment. Students may also be suspended by the judge or jury of a School Meeting authorized trial, as described above. The CitiArts Assembly or School Meeting shall have authority over suspension, expulsion, or reinstatement of suspended or expelled students. All actions related to discipline matters shall be conducted in compliance with the judicial process, as described above.

Attendance at this charter school is entirely voluntary on the part of the students who enroll. District of residence public schools continue to be an option for all students who choose to not attend, or are expelled from this charter school.

Da Vinci shall provide home-based instruction for any extended period of time that a student is unable to attend regular classes at the charter school or during any period of time before a District of Residence public school has had an opportunity to re-enroll an expelled student.

5. Student Health and Welfare

Da Vinci Middle School shall utilize the Eastern Conn. State University Student Health Center to provide limited medical screening, first aid and referrals to other health service practitioners and agencies, as needed. The Health Center is located one block from the school and open during all normal school hours and during most extended day activities. The doctor and nurses on duty at the health center will keep up-to-date records on all Da Vinci students. The Health Center staff will also assist students in learning where and how to obtain health and counseling services available within the community.

As an added first line of defense, all faculty members at Da Vinci Middle School will receive CPR training geared towards children. This instruction shall be provided by Windham Memorial Hospital. In addition, First Aid certification classes shall be made available through EASTCONN of North Windham.

Finally, the Windham Memorial Hospital is located just one mile away from the school building. In addition, to the proximity of emergency care and ambulance service, the hospital will become a partner with the school's health, physical education and/or science teacher(s) to coordinate the school's health education and to develop health-related activities.



Windham Memorial Hospital



Middle School



School Viability and Administration

1. Human Resources Policies and Information

A. Hiring Process

All Da Vinci staff shall be hired abiding by the school's Equal Opportunity Employment policy. All public notices of vacancies shall make reference to this policy. All full-time educators shall hold valid Connecticut teaching credentials. Professional artists shall be to provide the highest level artistic training during extended-hour activities and to supplement the full-time staff during team-taught instructional units. Qualifications for any other full-time, part-time, or temporary employee shall be determined by the charter school director and approved by the Assembly.

B. Staff Size

Targeted staff size: Leonardo Da Vinci Middle School shall operate its first Academic year with a staff of twelve (13) full-time employees (office manager, maintenance, and eleven certified educators) and 5-10 contracted artists.

Teacher-Student ratio: The teacher-to-student ratio shall be 1:11 during the charter school's first year of operation. The school shall attempt to maintain a ratio of 1:12 in future years.

C. Staff Responsibilities

All school employees are expected to be useful and productive members of the school community. As such they are expected to abide by the same Code of Ethics that guide student behavior, and be active participants in the school's democratic process. In addition, the following specific responsibilities pertain:

Office Manager- to manage day-to-day operations, maintain efficient main office operations, provide communication services, and manage all bookkeeping operations.

Education Facilitators- to design educational units according to the school curriculum, to design and implement lesson plans in appropriate fields, to facilitate the education of each and every student, to maintain accurate student records, to evaluate student performance in a fair, consistent manner, and to maintain respective certifications(s).

Contracted Artists - to design and implement lesson plans in appropriate fields, to facilitate the education of each and every student, to maintain accurate student records, and to evaluate student performance in a fair, consistent manner.

D. Staff Certificates

All full-time educators shall hold valid Connecticut teaching certificates. Prior to the granting of its charter, Da Vinci shall forward copies of all teachers' certificates to the Connecticut State Board of Education.

Two of the founding members already have teaching certificates: Alan Levy (English, 7-12) and John DeNicola (Music K-12). Mr. Levy will also have cross endorsements in the following areas: Math 7-12 and Middle School 4-12.

All other, yet to be hired educators shall meet current Connecticut certification requirements as an eligibility condition of the hiring process.

E. Beginning Educator Support and Training

Da Vinci Middle School educators who qualify as beginning teachers shall be enrolled in the Beginning Educator Support and Training program. EASTCONN of North Windham, CT shall oversee and deliver the BEST training program for these individuals.

F. Teacher Evaluation

Leonardo Da Vinci Middle School expects to have no tenure policy or other such mechanism insuring a teacher continued employment. Continued employment of all staff shall be contingent on the support and confidence of the School Assembly and School Meeting.

Teacher evaluation shall be an on-going process which includes written peer, student, director and self- evaluations. All written evaluations shall be presented to teachers at the conclusion of each semester.

G. Professional Development

Leonardo Da Vinci Middle School seeks to maintain the highest quality staff of educators available. Each staff person shall be required to develop and sign a Staff Development plan which outlines the individual's plans to grow as an educator. Such a plan shall include a program of classes, readings and visits to other successful schools and/or classes appropriate to the individual's field(s). Da Vinci staff shall also attend a minimum of one conference, workshop or seminar every year in an appropriate academic or artistic field.

In addition, all Da Vinci staff shall be provided instruction in CPR appropriate to early adolescents through the Windham Memorial Hospital. Staff will also be expected to maintain current First Aid certification through EASTCONN of North Windham.

The Windham Public Schools has agreed to allow Da Vinci educators to participate in their in-service and professional development programs, as appropriate. The Da Vinci school calendar shall coincide with the Windham in-service schedule.

Other workshops and training shall be scheduled as opportunity and need arises, through EASTCONN and other service providers.

H. Other Human Resources Policies

Salaries - Salaries shall be set and approved by majority vote of the School Assembly and as agreed upon by the employees of the charter school. Employees of the charter school shall choose whether to form a collective bargaining unit and/or accept or modify the existing Windham Public Schools collective bargaining agreement.

Contracts - Contracts shall be issued on a semester or annual basis only.

Hiring and Dismissal - The School Meeting shall hold a vote of confidence for each teacher at the end of each semester. A vote of no confidence shall require a special meeting of the Da Vinci Assembly to determine contract status for the following semester or year.

Benefit Packages - Employees of this charter school shall participate in TIEFF or a 403 (b) plan depending upon each individual's eligibility.

2. Building Options

Da Vinci Middle School plans to operate in the former Kramer Middle School building in downtown Willimantic, Connecticut.



Da Vinci Middle School

A. Description of Facility

The former Kramer Middle School building was in operation as Windham's sole Middle School until September 1997, when a brand new facility was completed. The building was built in the early 1900's, has been meticulously maintained by the Town of Windham and is in excellent structural condition.

The building is situated in one of Willimantic's older neighborhoods, amidst a stately row of Victorian homes and adjacent to the campus of Eastern Connecticut State University. This facility includes approximately 85,000 square feet of studio, classroom and office space. A recreational addition to the structure contains a gymnasium, swimming pool, locker room and the Offices of the Superintendent of Schools of the Windham Public Schools. Current plans for the continued use of the recreational adjunct as it now stands, although Da Vinci students will have daytime use of the gymnasium and pool.

B. Suitability of Physical Plant

The facility described above is suitable for the proposed charter school by nature of its location and available square footage. Minor renovations would be required to customize its use as a school facility. After completion of these renovations, the facility would include the following:

- 6 - Classrooms
- 2 - Computer Labs
- 2 - Art Studios (Drawing/Painting and Ceramic)
- 1 - Moving Arts Studio
- 1 - Science Lab
- 1 - Music Studio
- 1 - Multi-Purpose/Performance Space
- 4 - Large Performing Art Studios/Classrooms
- 1 - Teacher's Lounge
- 1- Student Resource Center/Lounge
- 1- Art Gallery

C,D. Financing/Acquisition

Da Vinci Middle School is currently discussing purchase, leasing or a lease/purchase arrangement with the Town of Windham. Our budgets have been written based on a lease of \$1.00 a year net/net/net, which seems the most likely alternative. These budgets (please see Section IV, Part 3, and Appendix O) show CitiArts' ability to cover all operating expenses for the building. Other acquisition or lease/purchase options would require the establishment of an endowment to cover the operating costs and mortgage payments.

3. Financial Plan

A. Start-Up Budget

The following chart includes a comprehensive start-up budget for the Leonardo Da Vinci Middle School.

Structural Renovations	20,000.00	
Telephone/Communications	3,000.00	
Other Services	1,000.00	
		\$24,000.00
Art Studios(2) with Equipment	30,000.00	
Audio/Video Equipment	15,000.00	
Band & Chorus with 2 Pianos	10,000.00	
Computer Lab with 26 computers	30,000.00	
Dance Studios(2) with Equipment	12,000.00	
English/Writing Lab w. 26 comps	30,000.00	
Foreign Language Classroom	2,000.00	
Furniture	2,000.00	
Humanities Clasrooms (2)	5,000.00	
Math Lab with 26 Computers	30,000.00	
Misc. Instructional Equipment	5,000.00	
Multi-Purpose w. 26 computers	30,000.00	
Office Equipment	5,000.00	
Science Lab w. 6 comps & Equip	20,000.00	
Textbooks	40,000.00	
Theatre Studios (2)	10,000.00	
		\$276,000.00
TOTAL EXPENSES		\$300,000.00
INCOME		
Corporate Grants		\$ 100,000.00
CSBE Grant		50,000.00
Foundation Grants		100,000.00
In-Kind Services		50,000.00
TOTAL INCOME		\$300,000.00

B. Outside Fund-raising

Da Vinci shall be seeking government and foundation funding and/or in-kind donations in the amount of \$175,000.

IV. 3 - Financial Information

C. Five Year Budget

<u>Code</u>	<u>Description</u>	<u>1998-99</u>	<u>1999-2000</u>	<u>2000-01</u>	<u>2001-02</u>	<u>2002-03</u>	<u>5-yr Total</u>
REVENUES							
	Per Pupil Allocation	749,568	1,199,310	1,499,138	1,499,138	1,499,138	6,446,292
	Student Entitlements						0
	Grants	50,000	25,000	25,000	25,000	25,000	150,000
	In-kind Services	35,000	25,000	10,000	10,000	5,000	85,000
	Private Contributions	5,000	7,000	8,000	9,000	10,000	39,000
	Total Revenues	<u>\$839,568</u>	<u>\$1,256,310</u>	<u>\$1,542,138</u>	<u>\$1,543,138</u>	<u>\$1,539,138</u>	<u>\$6,720,292</u> <u>\$6,720,292</u>
EXPENSES							
111 A	Admin/Supv. Salaries			25,000	26,000	52,000	103,000
111 B	Teachers	387,500	534,500	787,000	842,500	838,000	3,389,500
112 A	Educational Aides			5,000	10,000	20,000	35,000
112 B	Clerical	16,000	22,880	20,800	22,800	20,800	103,280
119	Other Personnel	16,000	22,880	24,000	25,000	26,000	113,880
200	Employee Benefits	84,438	115,533	177,100	184,788	195,600	757,459
321	Tutors						0
322	Inservice/Staff Devel.	5,000	7,500	10,000	11,250	12,500	46,250
323	Pupil Services	17,500	35,000	36,000	37,000	38,000	163,500
324	Field Trips	5,000	7,500	10,000	11,250	12,500	46,250
325	Parental Activities						0
330	Professional Tech Serv	5,000	5,000	5,000	5,000	5,000	25,000
331	Audit	5,000	5,000	5,000	5,000	5,000	25,000
400	Rent	50,000	100,000	150,000	154,500	159,135	613,635
	Mortgage						0
	Maintenance	10,000	5,000	5,000	5,000	5,000	30,000
	Utilities						0
510	Transportation	10,000	12,500	15,000	16,000	17,500	71,000
530	Telephone/Commun	7,500	10,000	10,000	10,000	10,000	47,500
560	Tuition						0
580	Travel						0
590	Other Services	35,340	44,805	58,556	59,566	62,496	260,763
611	Instructional Supplies	25,000	50,000	25,000	15,000	15,000	130,000
612	Admin Supplies	10,300	20,000	12,500	14,000	15,000	71,800
641	Textbooks	50,000	75,000	15,000	35,000	10,000	185,000
642	Library Books	1,000	1,000	1,000	1,000	1,000	5,000
690	Other Supplies	2,500	2,000	2,500	2,750	3,000	12,750
700	Property	75,000	112,500	75,000	25,000	10,000	297,500
890	Other Objects	1,000	1,250	1,500	1,750	2,000	7,500
	Total Expenditures	<u>\$819,078</u>	<u>\$1,189,848</u>	<u>\$1,475,956</u>	<u>\$1,520,154</u>	<u>\$1,535,531</u>	<u>\$6,540,567</u> <u>\$6,540,567</u>
	To Fund Balance	\$20,490	\$66,462	\$66,182	\$22,984	\$3,607	\$179,725 \$179,725

C. Five Year Budget, Cont.

Budget Breakdowns

Code 111 B

English Teacher	35,000	72,000	92,500	95,000	97,500	392,000
Math Teacher	35,000	36,000	92,500	95,000	97,500	356,000
Science	35,000	71,000	73,000	75,000	77,000	331,000
Grade 4 Teacher	35,000	71,000	73,000	75,000	77,000	331,000
Social Studies Teacher	35,000	36,000	72,000	74,000	76,000	293,000
Spanish Teacher	17,500	27,000	36,000	37,000	38,000	155,500
Foreign Lang Teacher			17,500	18,000	18,500	54,000
Art Teacher	35,000	36,000	72,000	74,000	76,000	293,000
Music Teacher	35,000	36,000	72,000	74,000	76,000	293,000
Dance Teacher	35,000	36,000	72,000	74,000	76,000	293,000
Theatre Teacher	35,000	36,000	72,000	74,000	76,000	293,000
Director	35,000	2,500	2,500	2,500	2,500	45,000
Subtotal Teachers	<u>\$367,500</u>	<u>\$459,500</u>	<u>\$747,000</u>	<u>\$767,500</u>	<u>\$788,000</u>	<u>\$3,129,500</u> <u>\$3,129,500</u>
Other F/T Salaries	\$49,500	\$80,760	\$105,800	\$110,800	\$136,800	\$483,660
Subtotal to figure benefits	\$417,000	\$540,260	\$852,800	\$878,300	\$924,800	\$3,613,160
Other Artists	20,000	75,000	40,000	50,000	50,000	\$235,000
Total Code 111B (line 19+25)	\$ 387,500	\$ 534,500	\$ 787,000	\$ 817,500	\$ 838,000	\$3,364,500

Code 200

Insurance	34,500	48,000	70,500	75,000	80,000	\$308,000
Retirement Contrib	\$52,125	\$67,533	\$106,600	\$109,788	\$115,600	\$451,645
Total Employee Benefits	\$86,625	\$115,533	\$177,100	\$184,788	\$195,600	\$759,645

Code 590

Worker's Comp	8,340	10,805	17,056	17,566	18,496	\$72,263
Liability Insurance	5000	5500	6000	6500	7000	\$30,000
Printing	1000	5000	10000	10000	10000	\$36,000
Advertisement	1000	2000	2500	1000	1000	\$7,500
Artist Fees	10000	11000	12000	13000	14000	\$60,000
Computer Services	10000	10500	11000	11500	12000	\$55,000
Total Other Services	\$ 35,340	\$ 44,805	\$ 58,556	\$ 59,566	\$ 62,496	\$260,763

D. Financial Reviews

CitiArts, Inc. shall cause annual programmatic and financial reviews of the charter school to be conducted by an independent agency. Financial reports shall be available for review by the Board of Directors, the Assembly, the School Meeting and the public. The financial report shall also be included in a published annual report.

4. Transportation

A. Transportation of Windham Students

Windham District students shall be transported to and from Leonardo Da Vinci Middle School every day by the contracted Windham Board of Education carrier.

B. Extended Day Transportation Plans

Students taking part in any after-hours activities shall provide, or make arrangements for, their own transportation.

C. Out of District Transportation

Out-of-district students shall provide, or make arrangements for, their own transportation.

5. Waiver Requests

The Leonardo Da Vinci Middle School is requesting a waiver of Connecticut Statute Number 10-16b, regarding the requirement to provide physical education to all students. The waiver is being requested based on Da Vinci's alternate educational services. With the charter school's emphasis on performing arts, Da Vinci students will be exposed to rigorous dance, martial arts and other movement training.

6. Charter School Self-Evaluation and Accountability

Leonardo Da Vinci Middle School shall seek to hold itself up to the highest standards and the greatest scrutiny.

A. Self-assessment Plan

An extensive array of student testing shall be conducted annually to monitor student achievement and growth. (See Part I, Section 4 for details). Pretests (in October) and posttests (in May) shall be administered for Creativity, Formal Reasoning, Motivation, and Self-Esteem. "Gain scores" shall be calculated by subtracting pre-test scores from post test scores. Records shall be maintained comparing student "gain scores" from year to year. Overall "school" averages shall also be compared with public school, district and national averages.

Given Da Vinci's focus on problem solving, it is anticipated that Da Vinci students shall score significantly higher on the CAPT test when they reach 10th grade. A longitudinal study shall be conducted to analyze CAPT scores of graduating students.

B. Accountability

Parents are expected to be an integral and active member of the community. Communication and awareness of school activity and student performance should be greater than in a traditional setting. At the end of the academic year, all parents shall be asked to complete an evaluation report.

Finally, an annual report which includes, financial statements, formal student assessment and informal student, staff and parental assessments shall be delivered to each parent of a Da Vinci student.

C. School Records

All school records shall be maintained in the school office. Personnel files, student files and other required information shall be made available in accordance with statutes of confidentiality. In addition to mailing annual reports to all member families, directors and state agencies; public notices shall be made informing the general public of their availability.

7. Timetable

A. Steps to Open Leonardo Da Vinci Middle School

The following chart details the plan to open the charter school:

Projected Steps	Starting Date	Completion Date
Da Vinci Planning Committee	October 20, 1996	December 13, 1997
Incorporation of CitiArts, Inc.	November 24, 1996	
Charter School Application	September 28, 1997	December 19, 1997
Curriculum Development Committee	November 8, 1996	ongoing
Renovation Designs	January 15, 1998	February 1, 1998
Marketing Committee	August 1, 1997	February 28, 1998
CSBE Grants Charter		February 28, 1997
Employee Search	March 1, 1998	April 30, 1998
Student Recruitment	March 1, 1998	April 15, 1998
Building Renovations	March 1, 1998	April 30, 1998
Staff Training/Planning	May 1, 1998	June 30, 1998
Supplies/Equipment Purchases	May 1, 1998	August 1, 1998
Student Lotteries	June 1, 1998	June 2, 1998
Student Contracts/ILP's	May 1, 1998	August 30, 1996
Waiting List Additions	May 20, 1998	August 30, 1998
Staff Orientation	September 1, 1998	September 1, 1998
Opening Day	September 2, 1998	September 2, 1998

• Table. Projected steps leading to school opening.



Documentation

1. Safety, Liability and Insurance

Leonardo Da Vinci Middle School. is committed to creating and operating a safe and productive educational environment.

A. Insurance Coverage Plans

The Leonardo Da Vinci Middle School shall maintain comprehensive insurance coverage with limits at or exceeding all those required by law. Da Vinci has contacted the ITT-Hartford insurance group about issuing a policy for all of the following, to become effective on March 1, 1998, or as soon as the CSBE grants its charter:

- General Liability \$2,000,000
- Property Damage \$1,000,000
- Workers Comp. per salary

B. Other Safety Documents

Upon receipt of charter, the following documents shall be submitted to the CSBE:

- Report of local Building Inspector (inc. ADA compliance statement)
- Inspection Report by Fire Marshall
- Health Inspection certificate

A. By-Laws

BYLAWS *of* CitiArts, Inc.

ARTICLE I Offices

1. Location. The principal office and any other offices of CitiArts, Inc. (the “Corporation”) shall be located at such places within or without the State of Connecticut as the Board of Directors may from time to time determine.

ARTICLE II Board of Directors

1. Authority, Number, Election and Term of Office. The activities, business, property, and affairs of this Corporation shall be under the care and management of its Board of Directors. The initial Board of Directors shall be chosen by the Incorporator. Thereafter, new members of the Board of Directors shall be elected by the majority vote of the Directors serving at that time. Directors shall serve for a term of two years. The Corporation shall have no less than three and not more than fifteen (15) directors as established by resolution of the Board. Any of the Directors may be removed at any time with or without any showing of cause at any Board of Directors meeting by the affirmative vote of a majority of the Directors present at such time. A Director may resign his/her office at any time and such resignation shall become effective upon receipt of written notice by each remaining member of the Board of Directors.
2. Qualifications. Directors need not be residents of the State of Connecticut.
3. Place of Meetings. The Board of Directors may hold its meetings at such place or places within or without the State of Connecticut as it may from time to time determine.
4. Meetings. The Board of Directors shall meet whenever deemed necessary upon a call of the President or upon the call of at least 25% of the Directors. The Board of Directors shall meet at least once each fiscal year.

A. By-Laws

5. Notice. Written or oral notice of the date, time and place of each meeting of the Board of Directors shall be given by the Secretary or the President to each Director at least three (3) days prior to the date of the meeting, provided that any Director may waive such notice in writing or by attending such meeting without protest prior to the commencement of the meeting.
6. Waiver of Notice. Whenever notice is required to be given to any person, a written waiver of notice signed by the person or persons entitled to such notice, whether before or after the time stated therein, and filed with the Secretary, shall be equivalent to the giving of such notice. If any Director present at a meeting of the Board of Directors does not protest the lack of proper notice, prior to, or at the commencement of the meeting, notice of such meeting shall be deemed to have been waived.
7. Telephonic Participation in Directors Meetings. A director or member of a committee of the board of directors may participate in a meeting of the board of directors or of such committee by means of a conference telephone or similar communications equipment enabling all directors participating in the meeting to hear one another, and participation in such meeting shall constitute presence in person at such meeting.
8. Quorum and Voting Requirement. The majority of the filled directorships on the Board shall constitute a quorum for the transaction of business at all meetings of the Board of Directors. The act of a majority of the Directors present at a meeting at which a quorum is present shall be the act of the Board.
9. Committees; Appointment and Authority. The Board of Directors, by resolution adopted by the affirmative vote of Directors holding a majority of the directorships, may designate two or more Directors to constitute an Executive Committee or other committees, which committee shall have and may exercise all such authority of the Board as shall be provided in such resolution and may be permitted by law.

ARTICLE III

Officers

1. Titles, Election and Duties. The Board of Directors shall appoint a President, a Treasurer and a Secretary of the Corporation. The Directors may, in addition to the foregoing, appoint one or more Vice Presidents, or any other officers the appointment of which they deem expedient or necessary. Any two offices except that of President and Secretary may be filled by the same person. The officers need not be residents of the State of Connecticut. The duties of the officers of the Corporation shall be such as are imposed by these Bylaws and from time to time prescribed by the Board of Directors.

A. By-Laws

2. President. It shall be the duty of the President to be the chief executive officer of the Corporation, and have general supervision over the business of the Corporation, subject to the control of the Board of Directors. The President shall see that all orders and resolutions of the Board are carried into effect. In general the President shall perform all duties as may from time to time be assigned, or specifically required to be performed, by these Bylaws, from the Board of Directors, or by law.
3. Vice President. The Vice President, if any, shall have such powers and perform such duties as may be assigned from the Board of Directors or the President. In the absence or disability of the President, the Vice President (or in the event there be more than one Vice President, the Vice Presidents in the order designated by the Board of Directors, or in the absence of designation, in the order of their election) shall perform the duties and exercise the powers of the President.
4. Treasurer. The Treasurer shall have the custody of the funds of the Corporation and may endorse for collection, checks, notes, and other obligations and deposit the same to the credit of the Corporation in such depositories as the Board of Directors may designate. The Treasurer shall keep accurate books of account of the Corporation's transactions which shall be the property of the Corporation and shall be subject at all times to the inspection and control of the Board of Directors.
5. Secretary. It shall be the duty of the Secretary to act as Secretary of and keep the minutes of all meetings of the Board of Directors; to cause to be given notice of all meetings of Directors; to have charge of the books, records, and papers of the Corporation relating to its organization as a Corporation and to see that the reports, statements, and other documents required by law are properly kept or filed; and in general to perform all the duties incident to the office of Secretary and such other duties as may from time to time be assigned from the Board of Directors or from the President.
6. Compensation. Officers of the Corporation shall receive no salaries for the performance of their duties as officers.
7. Term of Office and Vacancies. Each of such officers shall serve for a term of one year. Any of the officers may be removed at any time with or without any showing of cause at any meeting of the Board of Directors by the affirmative vote of a majority of the Directors present at such time. An officer may resign his/her office at any time and such resignation shall become effective upon receipt of written notice by each remaining member of the Board of Directors. Vacancies among the officers by reason of death, resignation, or other causes shall be filled by the majority vote of the Board of Directors, though such Directors are less than a quorum.

A. By-Laws

ARTICLE IV

Finance

1. Fiscal Year. The fiscal year of the Corporation shall begin on the first day of September in each year.

ARTICLE V

Books and Records

1. Books and Records. The Corporation shall maintain correct and complete books and records of account and shall keep minutes of the proceedings of the Directors, and any executive or other committee of Directors. All books and records may be inspected by any Director, or his agent or attorney, for any proper purpose, at any reasonable time.

ARTICLE VI

Amendments and Changes

1. Amendment to the Bylaws. The Bylaws of the Corporation may be adopted, repealed, or amended by the affirmative vote of a majority of the members present at an Board of Directors. No Bylaws shall be adopted, and no existing Bylaws shall be amended, or repealed, unless written notice of such proposed action shall have been given with respect to the meeting at which such action shall be taken

ARTICLE VII

Indemnification

1. Directors, Officers, Members, Employees and Agents. The Corporation shall indemnify directors, officers, members, employees and agents of the Corporation to the extent allowed by the Nonstock Corporation Act of the State of Connecticut.

ARTICLE VIII

A. By-Laws

Dissolution

1. Dissolution. Upon the dissolution of the Corporation, the Board of Directors shall, after paying or making provision for the payment of all of the liabilities of the Corporation, dispose of all the assets of the Corporation exclusively for the purposes of the Corporation in such manner, or to such organization or organizations organized and operated exclusively for charitable, educational, or scientific purposes and which shall at the time qualify as an exempt organization or organizations under Section 501 (c) (3) of the Internal Revenue Code of 1954 (or the corresponding provision of any future United State Internal Revenue Code), as the Board of Directors shall determine. Any such assets not so disposed of shall be disposed of by the Superior Court of the Judicial District of the county in which the principal office of the Corporation is then located, exclusively for such purposes or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for such purposes.

Certification

These Bylaws were adopted at a meeting of the Directors of the Corporation on this _____ day of November, 1996.

Alan Levy, President

B. Certificate of Incorporation

Certificate of Incorporation *of* CitiArts, Inc.

It is hereby certified that:

1. The name of the Corporation is **CitiArts, Inc.**
2. The nature of the business to be transacted, and the purposes to be promoted or carried out by the corporation, shall be to engage exclusively in charitable and educational activities, which shall include the receipt and/or distribution of funds to organizations that qualify as exempt organizations under Section 501 (c) (3) of the Internal Revenue Code or corresponding section of any future federal tax code, and to use its funds and property in furtherance of such activities as follows:
 - A. To provide for and facilitate the education of children in an environment which pursues excellence, nurtures creativity and celebrates cultural diversity.
 - B. To produce and deliver the highest quality theatre, dance, music, visual art, literary art and moving image art productions, classes and activities.
 - C. To engage in any lawful act or activity in furtherance of the purposes contained herein.
3. The Corporation shall have a membership comprised of the students, parents, staff and Directors involved in the current operations of the organization. All Members shall be afforded the same classes, rights and privileges. Members need not be residents of the State of Connecticut.
4. The Corporation hereby appoints Alan Levy, of 111 River Road in Mansfield Center, Connecticut as the Corporation's Statutory Agent for service and process.
5. The Corporation is nonprofit and shall not have or issue shares of stock or pay dividends. No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to its members, directors, officers, or other private persons, except that the Corporation shall be authorized to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Article 2 hereof.

B. Certificate of Incorporation

6. No substantial part of the activities of the Corporation shall be 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. Notwithstanding any other provision of these articles, this Corporation shall not, except to an insubstantial degree, engage in any activities or exercise any powers that are not in furtherance of the purposes of this Corporation.
7. Upon the dissolution of the Corporation, assets shall be distributed for one or more exempt purposes within the meaning of Section 501 (c) (3) of the Internal Revenue Code, 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. Any such assets not so disposed of shall be disposed of by the Superior Court of the Judicial District of the county in which the principal office of the Corporation is then located, exclusively for such purposes or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for such purposes.

We hereby declare, under penalties of false statement, that the statements made in the forgoing Certificate are true.

Signed in Glastonbury, Connecticut, this _____ day of November, 1996.

CitiArts, Inc.:

By _____
Alan Levy, Incorporator

3. Appendix

Appendix A	Letter of Support - Eastern Conn. State Univ.
Appendix B	Letter of Support - Social Worker
Appendix C	Resume - Alan Levy
Appendix D	Resume- Heidi Klecak
Appendix E	Resume - Ed Jason, Jr.
Appendix F	Resume - Amanda Sywak
Appendix G	Resume - Nora Matthews
Appendix H	Resume - Alan Lazowski
Appendix I	Resume - Lyn Lockhart
Appendix J	Board of Directors List
Appendix L	Petition of Support - Parents
Appendix M	Petition of Support - Students
Appendix N	Petition of Support - College Students