

A black and white photograph of a sunset or sunrise. The sun is a bright, glowing orb positioned centrally in the lower half of the frame. Several sharp, diagonal rays of light extend from the sun towards the corners of the image. The sky is filled with soft, textured clouds. The overall mood is serene and hopeful.

Meadowlark School

Serving Students in Grades PK-8



Welcome!

This presentation of images, information, graphs, and photos provides insight which will help you better understand the philosophy, design, and instruction of the new Meadowlark School. This large collection will answer many questions of what to expect in our new school community.

We look forward to working with you as
Partners in Education!
Brent Caldwell, Principal



Brent Caldwell, Principal

- Administrative Team



Brent is in his fifth year as principal in Boulder Valley School District. He spent the previous twelve years in Big Horn, Wyoming where he served as an elementary principal and middle school activities director. Prior to his principalship in Wyoming, Brent taught 2nd, 3rd, and 5th grades in BVSD. Brent brings extensive training and experience in developing communities which challenge and support all students, which led to his recognition as the 2010 National Distinguished Principal in Wyoming. He earned his Master's degree in Curriculum and Instruction from CU- Boulder and his Principal Endorsement from CU-Denver. He and his wife Kristie both were born and raised in Colorado and graduated from the University of Colorado in Boulder. Kristie is a biology and chemistry teacher at Skyline High School in Longmont. Brent and Kristie have three children, Keegan, Lauren and Addison.

Sennen Knauer,
Assistant Principal
- Administrative Team



Sennen, a native of Colorado and Boulder County, is in her 11th year in BVSD. She has spent much of her career as a school counselor at both the elementary and middle levels. Her leadership experience includes BVSD K-12 Counselor Coordinator and Interim Director of Student Success, overseeing talented and gifted programming and serving as a leader in systems and equity initiatives. A lover of the arts, Sennen earned her undergraduate degree from CU Boulder (GO Buffs!) in Humanities with emphasis in Art History and Italian. After a brief career in business and human resources, she earned her masters in education for School Counseling from CSU. She is a proud recipient of an "Impact on Education Award" and a finalist as "School Counselor of the Year" (2014) for the Colorado School Counselor Association. Sennen is both mom and step-mom to four kids, ages 14-23, who have all attended BVSD schools. She and her husband, kids, and dogs live in Superior.

Stacy Bush, Kindergarten Teacher

- Early Childhood Learning Community

Stacy is thrilled to have the opportunity to work with the future kindergartners at Meadowlark! She grew up in a small town in Pennsylvania and moved out to Colorado in 2003 to run under the vast blue skies. She obtained her Bachelor's degree in Elementary Education with a Spanish Minor as well as a Master's degree in Linguistically Diverse Education with an ESL endorsement, all from Colorado Mesa University in Grand Junction. Stacy spent the past ten years teaching both half and full day kindergarten, first, second, and fourth grades. When Stacy is not teaching, she can be found with her three year old (Stella) and high school sweetheart (Matt) doing some sort of outdoor fun! Stacy loves running, dark chocolate, and watching students experience success!



Sarah Blackford, Resource Teacher
- Special Education Team

Sarah has been a Special Education teacher in BVSD since 2007 as a Resource Teacher and Intensive Learning Center Teacher. She earned her MA in Special Education and Linguistically Diverse Education from the University of Colorado Boulder in 2011. She is thrilled to be a member of the Initial Planning Team and Resource Teacher of our new Erie School. Outside of school, Sarah loves to spend time with friends and family, play on the trails with her dog, Ozzie, and stand-up paddle board.



Gretchen Jimenez, Teacher
- 1st/2nd Grade Learning Community

Gretchen has been teaching in Boulder Valley School District for the last 16 years and at Mesa Elementary for the past 15. She has taught first, third, and currently teaches fourth grade. She received both her BA in English Literature and her MA in Curriculum and Instruction: Elementary Education from the University of Colorado, Boulder. In her free time, she enjoys spending time with her family, watching her children's sporting events, and is an avid Denver Broncos fan.



Natalie Kamphuis, Teacher
- 5th/8th Grade Learning Community

Natalie is originally from Ohio where she received her B.S. in Elementary Education from Miami University and her M.S. of Education with a focus in School Counseling from Xavier University. She has taught for 17 years, 13 of which were in 5th grade. In her spare time, Natalie enjoys travelling and spending time with her husband and three children. Other passions include cooking and entertaining for family and friends.



Kristen Lewis, General Music & Orchestra Teacher - Fine Arts Learning Community

Prior to her work at Creekside, she taught at Monaco Elementary School in the Adams 14 School District. An El Paso, TX native and Spanish speaker, Kristen has always been passionate about the bridges between musical training and its connection to aptitude across all disciplines. Her article “Serving English Language Learners in the Orff Schulwerk Classroom” was published in the Winter 2015 issue of the *Orff Echo*. She has also presented her research at the National Association for Music Education’s annual conference, and multiple state music education conferences. Kristen received all three levels of Orff Schulwerk certification from the University of Northern Colorado. She has also completed her Level I Kodály certification from Colorado State University. Her Master’s Degree is in Liberal Arts from St. John’s College in Santa Fe, NM. She studied clarinet and music education at Texas Tech University. Kristen is an active clarinetist and currently enjoys playing professionally when her two toddler boys allow!



Sarah Mattison, Teacher

3rd/4th Grade Learning Community

Sarah was born in New Orleans and spent most of her youth in the warm sunshine of Florida, before moving to Boulder to pursue a Bachelor's degree in Environmental Studies from CU. After graduation, Sarah spent time traveling in Africa before settling down to raise a family. She quickly realized her love of teaching after volunteering in her own children's classrooms, and obtained her teaching certification through the University of Denver. Sarah is currently in graduate school through the University of Northern Colorado, studying Curriculum Design. She has a passion for inquiry-based, arts-integrated learning that supports the whole child, and has taught kindergarten, first and fourth grades. Sarah has two amazing teenage children and two adorable dogs. She enjoys spending time in nature, and is an avid hiker, camper, climber, hot springs swimmer and explorer, who loves connecting with the people and places around her.



Morgan O'Brien, Teacher 5th/8th Grade Learning Community

Morgan has a BA in Experiential Education from Prescott College. He is currently pursuing a master's degree in Instructional Design at the University of Colorado, Denver. He has taught in both private and public schools and has been teaching in BVSD since 2008. Morgan has taught Social Studies, Language Arts, Reading and Special Education. When not teaching or thinking about how to be a better teacher, he can be found reading great books, and exploring the mountains of Colorado.



Kristin Wagner
Counselor - Administrative Team

Kristin is a licensed professional school counselor with a background in Solution Focused Brief Therapy. She has been working with children, adolescents, and families as a mental health professional since 2009 in various settings. Kristin holds a MA in Clinical Counseling and School Counseling from the University of Northern Colorado. She is passionate about neuroscience research as it supports students social, emotional, academic, and physical development. As a Colorado native, she enjoys running, sports, and her three dogs in any outdoor setting.



Denise Pfnister

Principal's Assistant - Administration Team

Denise has worked with children and teens for her entire adult life. Her experiences include working at youth camps, in parish children/youth and family ministry, and in schools here in BVSD. When not working, you will find her with her high school sweetheart husband Dave, their three adult children and four grandchildren. She loves to be in the mountains, hiking, camping, kayaking and spending time with family and friends.



JoAnna Bustamante, ICAN Paraeducator - Special Education Team

Joanna is from Boulder, Colorado. She attended Southern Hills Middle School, Fairview High School, and then the University of Colorado where she earned her bachelor's in Ethnic Studies in 1994 and a bachelor's in Sociology in 1995. Every year, Joanna is certified in First Aid/ CPR as well as de-escalation techniques by Crisis Prevention Institute (CPI). Joanna loves making a difference in people's lives, especially students! She knows our students leave with strategies that will help them be successful in their lives.



Heather Moutoux, ICAN Teacher - Special Education Team

Heather is originally from Florida and decided the skiing was better here in Colorado, so she moved after attending Auburn University. While at Auburn (in Alabama), Heather earned her bachelor's in Mild Learning and Behavioral Disabilities and her master's in Behavioral Disabilities with an emphasis in Secondary Education and Transition Services. Ten years later, she was back in school at the University of Colorado where she earned her second Master's in Culturally and Linguistically Diverse Education. Heather has enjoyed teaching in various types of programs including wilderness therapy, residential emancipation, and public schools with students from kindergarten to 21 years old. She believes that all students can and want to be successful and loves figuring out the best way to meet each student's needs. When Heather is not learning with her students, you can find her skiing in the winter and skiing in the summer, in the Southern Hemisphere, that is!



Marnie Steele, Teacher Librarian - Literacy, Language & Student Support Team

Marnie Steele is excited to be the leader of Meadowlark's Curiosity Center as the school's Teacher Librarian. She is currently a Media Specialist at Heatherwood Elementary and previously taught middle school science and coached middle school boys and girls basketball in the St. Vrain Valley School District for 11 years. Marnie earned her B.A. from Gustavus Adolphus College in Biology and Teaching and her M.S. from Adams State University in Education. Marnie brings a passion for design thinking and is looking forward to supporting students as they take ownership of their learning and embrace real world challenges. Marnie is honored to be a part of such a fabulous team of educators. When not at school, Marnie loves being out in the Colorado sunshine with her family and friends and cuddling on the couch with their two cats.



NEWLY ADDED Meadowlark Staff *(Individual Biography/Photo Coming Soon)*

Samantha Alexander, Teacher - 3rd/4th Grade Learning Community

Brian Ball, ICAN Paraeducator - Special Education Team

Elizabeth Hitchcock, ICAN Paraeducator - Special Education Team

Heather Hoover, Integrated PreSchool Teacher - Early Childhood Learning Community

Kathy Kohler, ICAN Teacher - Special Education Team

Maria Miller, Teacher - 1st/2nd Grade Learning Community

Lindsay Records, Occupational Therapist - Special Education Team

Jim Tingley, Teacher - 5th/8th Grade Learning Community

Tabitha Warbritton, PK Paraeducator - Early Childhood Learning Community

Jeanette Keown, Office Support/Healthroom Paraeducator - Administration Team



NEWLY ADDED Meadowlark Staff *(Individual Biography/Photo Coming Soon)*

Allison Trautwein, Teacher - 1st/2nd Grade Learning Community

Samantha Huck, Teacher - 1st/2nd Grade Learning Community

Tiffany Hampton, Teacher - 1st/2nd Grade Learning Community

Kimberly Staroscik, Kindergarten Teacher - Early Childhood Learning Community

Judy Franz, Kindergarten Enrichment Specialist - Early Childhood Learning Community

Amanda Boshinski, Teacher - 3rd/4th Grade Learning Community

Sarah Grubb, Teacher - 3rd/4th Grade Learning Community

Janice Moore, Physical Therapist - Special Education Team

Khang Xiong, English Language Learning Teacher - Literacy, Language & Student Support Team



NEWLY ADDED Meadowlark Staff *(Individual Biography/Photo Coming Soon)*

Elizabeth Sanchez, Physical Education Teacher - Fine Arts Learning Community

Gabriel Lavastida Gutierrez, Physical Education Teacher - Fine Arts Learning Community

Erin Moriearty, Band Teacher - Fine Arts Learning Community

Mary Jean Pope, General Music Teacher - Fine Arts Learning Community

Maria Roderio, Community Liaison, Early Childhood Learning Community Community

Emma Muller, SAC Coordinator - School Age Care Team

Kimberly Coringrato, Registrar - Administrative Team

Ina Rochelle, ColorMeSmart PreSchool Lead - Early Childhood Learning Community

Genevieve Clough, Office Support Assistant - Administrative Team



NEWLY ADDED Meadowlark Staff *(Individual Biography/Photo Coming Soon)*

Caroline Connor, Speech Language Pathologist - Literacy, Language and Student Support Team

Kristen Ellis, Art Teacher - Fine Arts Learning Community

Mensud Corbadzic, Head Custodian - Facilities Management Team

Carleen Taylor, Kitchen Support - Facilities Management Team

Ciarra Torrez, Kitchen Site Lead - Facilities Management Team

Lisa Kennedy, Leveled Literacy Teacher - Literacy, Language & Student Support Team

Danielle Shaw, Instructional Paraeducator - Literacy, Language & Student Support Team

Montana Fels, Instructional Paraeducator - Literacy, Language & Student Support Team

Mary Willmeng, Instructional Paraeducator - Literacy, Language & Student Support Team



NEWLY ADDED Meadowlark Staff *(Individual Biography/Photo Coming Soon)*

Edgar “Ivan” Holguin, Custodian - Facilities Management Team

Tonja Loendorf, ICAN Paraeducator - Special Education Team

Meredith Croft, District Nurse - BVSD Health Services

Joseph Fricione, Resource Teacher - Special Education Team

Jill Haro, Custodian - Facilities Management Team

Lee Heekin, Art Teacher - Fine Arts Teacher

Jennifer Keil, Science Teacher - 5th-8th Grade Learning Community

Michael Matassa, Math Teacher - 5th-8th Grade Learning Community

Michael Pacini, Social Studies Teacher - 5th-8th Grade Learning Community

Natalya Walsworth, TaG Tutor - Literacy, Language & Student Support Team

Barbara Warner, Kitchen Support - Facilities Management Team

Angel Duran, Custodian - Facilities Management Team



Boulder Valley School District

Our Mission

The mission of the Boulder Valley School District is to create challenging, meaningful and engaging learning opportunities so that all children thrive and are prepared for successful, civically engaged lives.

Our Vision

We develop our children's greatest abilities and make possible the discovery and pursuit of their dreams which, when fulfilled, will benefit us all. We provide a comprehensive and innovative approach to education and graduate successful, curious, lifelong learners who confidently confront the great challenges of their time.



Meadowlark School Vision & Mission 2017

Mission

Meadowlark School is a collaborative learning community providing an innovative, meaningful, and engaging student-led educational experience.

Vision

We inspire our students to pursue their passions and develop 21st century skills including communication, collaboration, critical thinking, and creativity to solve authentic, real-world problems and to make positive, meaningful contributions in our global community.

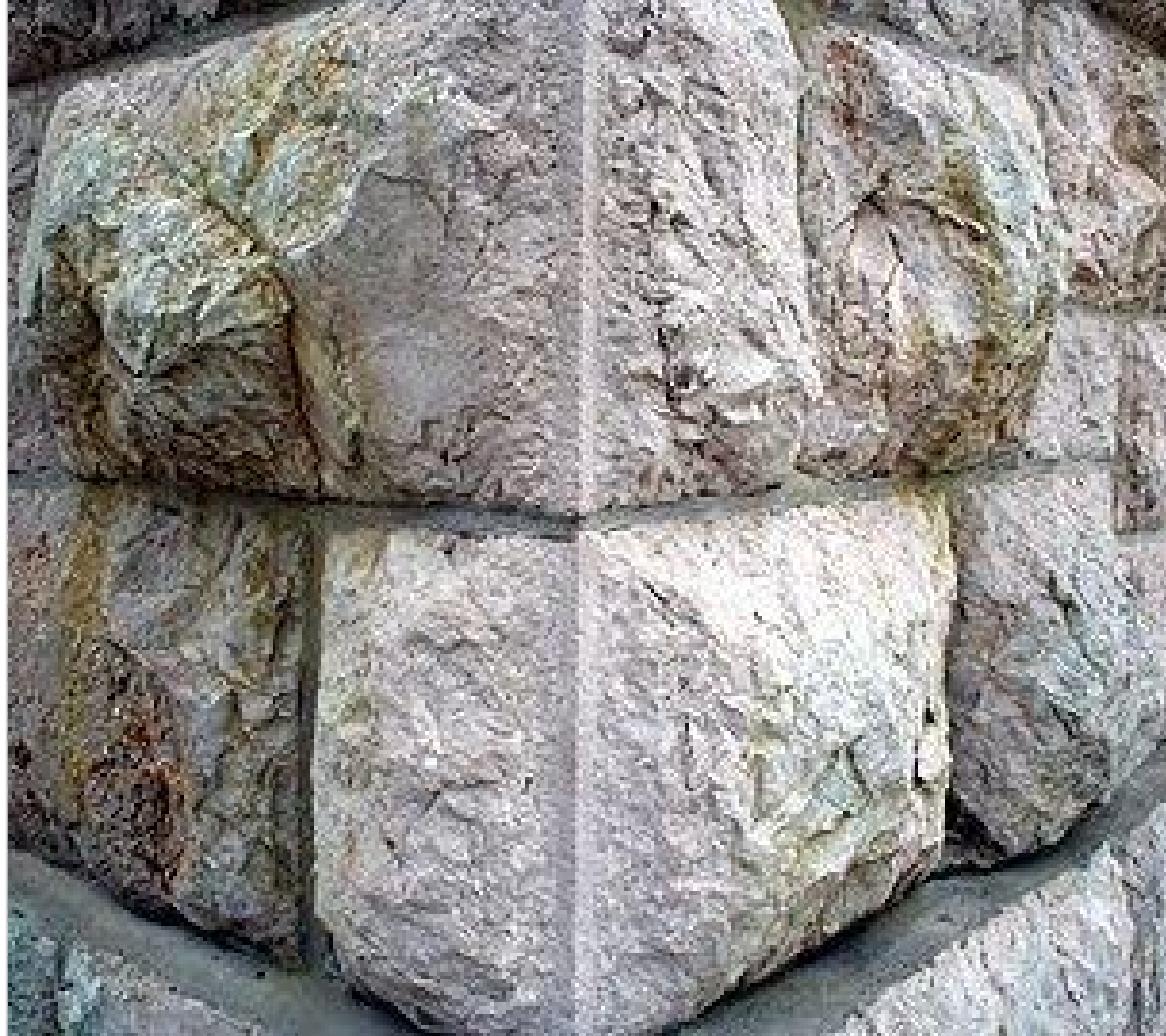
Values

In order to support our students as they become passionate, lifelong learners, we hold the following values as top priorities in our journey together:

- We respect our students, families, colleagues, and community members and understand the importance of our work together as partners in education.
- We are an inclusive community where diversity is valued, and we respect, care for, and appreciate each other.
- We provide a balanced educational experience, where students feel safe and connected in all areas of development: social emotional, physical and academic.
- We believe all members of our community should be passionate leaders of their own learning, and that all students deserve appropriate challenges and support to meet their individual needs.
- We foster creativity, critical thinking, communication and collaboration through innovative, inquiry-based, student-led projects.
- We are developing the leaders of tomorrow and understand they will need to develop academic skills and character traits, including integrity, empathy, and compassion to reach their potential.
- We understand that failure is an important part of learning, and we are committed to providing a safe and secure social, emotional, and physical environment where all children prosper, persevere, and learn from their mistakes.

Cornerstones (Core Tenets) of the Meadowlark School!

- 1) A True PK-8 School Community**
- 2) Learning Community Organization and Flexible Groups**
- 3) Personalized, Student-led Learning**
- 4) Balanced Education - Social, Emotional, Physical and Academic Learning**



PK-8 School Community



The Meadowlark School community will not have any other “feeder” elementary schools. This unique situation will provide 10 years of meaningful opportunities with the student and family that will result in passionate pursuits of knowledge and skills while developing lifelong relationships.

- a) K-8 model is supported in research about reduced bullying, meaningful collaboration and increased student achievement
- b) Research on successful students shows importance of a strong sense of belonging and community
- c) Meaningful relationships with students, families and staff
- d) Partnership with families provides opportunities for enhanced learning experiences and individualized learning plans to meet each child’s needs
- e) Many school systems have used K-8 model for years (Chicago and New York). Longitudinal studies show significant benefits, especially for middle level students. The benefits have been tracked through high school to support sustained academic growth and achievement.

[Early Childhood Education Community Mtg. Presentation 1-3-2017](#)

Unique Middle School Opportunities

- 1) Social and Emotional support
- 2) Challenging, Meaningful and Engaging Learning Opportunities
- 3) Civic Engagement
 - a) Trainer/apprentice model
 - b) Peer mentoring and tutoring
 - c) Buddies
 - d) Student Ambassadors
- 4) Electives/Choice Activities
- 5) Athletics
- 6) Clubs



“In the Middle”



“In the Middle”

Unique Middle Level Opportunities

- *All students will have "voice and choice" in their learning both through project-based learning and in their choice times*
- *Trust, responsibility and opportunities will expand as students progress through grades*
- *7th and 8th grade students will be trained mentors (leaders) as they develop their passions and skills*
- *5th and 6th grade students will become apprentices developing leadership skills in their passion and knowledge areas*
- *Choice activities being explored are culinary arts, student video broadcast (news) studio, robotics, mechanical, software and electrical engineering, renewable energy, circuitry, computer graphic design, digital communications, student mentoring for learning disabled students, student mentoring of young children, and gardening.*

We are excited about the opportunities for middle level students and are confident the experience will be amazing!




Community Service and Other Electives

One of our greatest challenges and best opportunities of having a “true PK-8” with a very small middle school population is offering elective courses for our 5th/6th and 7th/8th grade learning communities that support and encourage independence and academic sophistication.

Student Ambassadors - We will be having large volumes of visitors touring our building to view the facility and our collaborative program. This opportunity has the potential of becoming disruptive and time consuming. By using our video broadcast studio, portable electronic devices, and high tech applications like Aurasma, we have an opportunity to engage our students as ambassadors who can lead tours of the building showcasing our learning, talent and partnerships.

News Crew - Gone are the days of the principal coming on the intercom each morning with morning announcements. The News Crew will produce daily announcements in conjunction with staff to entertain, educate and inform our community. These news feeds will be broadcast (slightly delayed) to commons areas. We may be able to eventually broadcast these to parents and select community members.




Student Mentors - One of the proven benefits of a PK-8 community is the ability to engage older students as mentors to younger students and students with learning disabilities. We will have both a buddy system and a special education peer mentoring program to develop relationships and responsibility within our community.

Groundskeeping and Landscaping Experts - Most of us know the value of outdoor learning studios, but also realize the challenge of maintaining gardens, outside eating areas, etc. As part of their community service, students may be engaged in the general maintenance and landscaping of our campus.

Culinary Arts - The state-of-the-art kitchen facility has the possibilities of becoming a prime learning studio! Chef Ann Cooper is a huge advocate for creating culinary arts programs in schools.

Peer Conflict Managers - In a healthy PK-8 learning community, students are proactively taught social skills and self-regulation techniques. As student become more responsible, there are proven benefits in engaging students as mentors and conflict managers in the lunchroom, on the playground and beyond!



Intramurals - Having a small middle school population (approx. 225) creates unique opportunities in providing athletic and extracurricular activities. 5th/6th learning community members will be invited to participate in some traditional middle level intramural activities. We are also exploring an elementary program facilitated by middle level students.

Parent/Teacher/Student Association - As we “rethink” many aspects of the school culture, this provides a unique opportunity to involve students in the shared governance of our school community.

Student Council and Advisory - A formal student leadership team is essential in an environment that values student-led learning. Training our student leaders to ask for more than “extra recess and better lunches” creates an opportunity to develop our leaders of tomorrow into responsible, civically engaged

Spanish Class/Club - Providing a meaningful foreign language experience is our responsibility. Having a “blank canvas” is a true opportunity to think outside the box to provide a second (or third) language experience. With the demographics of Colorado and the USA, Spanish is the logical language to teach in our school.



Learning Community Model

Learning Community Model

The school is organized into five multi age learning communities (PK/K, 1st/2nd, 3rd/4th, 5th/6th and 7th/8th). Students will learn in flexible instructional groups based on their present skills and abilities in order to challenge and support each student to the maximum extent possible.

- The facility has designated areas for groups of the entire learning community (up to 150), traditional size classes of 20-30, small groups of 5-10 and focus groups of 1-4
- Students benefit through a combination of multiage, cooperative and assigned groupings



Intense Focus on 21st Century Learning Skills

- 1) **Collaboration** - Students will be taught how to be effective collaborators and will be involved in engaging collaborative learning to prepare them for a future in a dynamic, rapidly changing society.
- 2) **Critical Thinking** - Teachers will facilitate learning in which students explore their passions, create their own meaningful driving questions, give and receive feedback, and revise their thinking to reflect their current understanding.
- 3) **Communication** - Students will be taught public speaking, advanced presentation skills, and will share learning with the community.
- 4) **Creativity and Innovation** - Students will be taught how to be creative, generate many ideas, prototype designs and test their thinking.



Proven Benefits of a Learning Community

- 1) Teachers benefit and grow through true collaboration, sharing of knowledge, resources and ideas, and critical feedback from peers
- 2) Students benefit through flexible grouping targeted at their current levels of performance and strengths rather than fixed age groups and rigid curriculum
- 3) Students form lasting relationships with teams of teachers over two years
- 4) Benefits of professional learning communities have been proven by many researchers to lead to increased academic achievement and growth as well as student and teacher satisfaction. Meadowlark will follow the structure of the DuFour's research on professional learning communities



Personalized Learning

Learning should be a personal experience. Students should be inspired and encouraged to take the lead in challenging, meaningful and engaging learning opportunities. Each day should be a mixture of intentionally planned learning opportunities and passionate pursuits of knowledge when students have “voice and choice” in their learning.

- a) Project-Based, student-led learning
- b) Personalized learning plans in partnership with student, parents and teachers
- c) Students taught to advocate for self and their needs
- d) 21st Century Skills - 4C's
 - i) Collaboration
 - ii) Creativity and Innovation
 - iii) Communication
 - iv) Critical Thinking

Project-Based Learning

Student-Led Learning

In traditional school settings, everyone learns the same thing, at the same time, in the same way. The mission of the Boulder Valley School District is to create challenging, meaningful and engaging learning opportunities so that all children thrive and are prepared for successful, civically engaged lives. Challenging, meaningful and engaging look, sound and feel differently for different people.

***Project-based learning (PBL) is a dynamic,** comprehensive approach to teaching and learning designed to engage students as they explore real-world problems and challenges. The goal for PBL is for students to not only master the standards-based content, but also to demonstrate mastery of skills such as critical thinking, problem solving, collaboration, communication and self-efficacy so they become self-directed, independent learners. Students learn by doing and applying ideas as they engage in real world activities that are similar to the activities in which adult professionals engage. PBL leads students to deeper understanding of material when they actively construct their understanding by working with and using ideas.*

***A core tenet of Meadowlark School and the strategic direction of the other exemplar schools is engaging students** in student-led learning opportunities. Our primary instructional tool will be Project-Based Learning. Our entire staff will receive training in Project-Based Learning following the Buck Institute of Education “Gold-Standard” model of PBL.*



Teachers at Meadowlark will all be trained in best practices of Project-Based Learning using materials and frameworks from the Buck Institute for Education

- Students lead much of their own learning as they work on projects and tasks that are personally meaningful. Simply put, they have voice and choice! Since the tasks matter, students want to do well. Teachers facilitate the guiding questions and ensure the meaningful projects meet content standards and serve an educational purpose.
- Individual student progress is monitored through a process of receiving feedback, revising the project and presenting the project publically. Formalizing a process for feedback and revision during a project makes learning meaningful because it emphasizes that creating high-quality products and performances is an important purpose of the endeavor. Schoolwork is more meaningful when it's not done only for the teacher or the test. When students present their work to a real audience, they care more about its quality.



What is PBL?

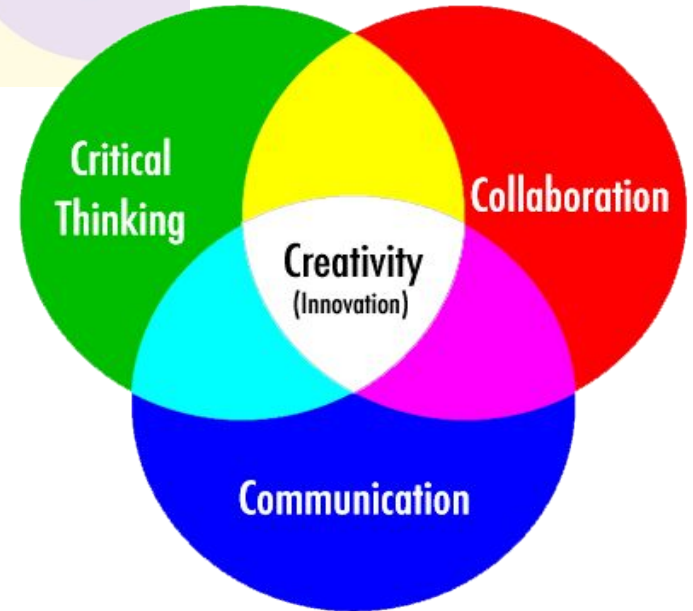
In a project-based approach to teaching and learning, students work to apply what they know to solve a real world problem.

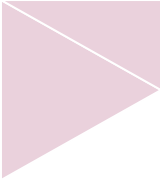
In the process, they gain deeper understanding, as well as building thinking, communication, and 21st century skills.

Traditional Learning



Problem Based Learning (PBL)





Meadowlark School

Advanced Math Plan 17-18

Meadowlark School is organized into five multiage learning communities (PK/K, 1st/2nd, 3rd/4th, 5th/6th and 7th/8th). Students learn in flexible instructional groups based on their present skills and abilities in order to challenge and support each student to the maximum extent possible.


Students who demonstrate exceptional background knowledge and skills are engaged in challenging and meaningful learning opportunities to enrich their learning. Flexible grouping within the learning community ensures all students receive instruction at their current level of performance and are engaged in rigorous projects to ensure academic growth. All students learn how to take the lead role in their own learning and teacher advisors monitor their work and progress.

Flexible groups provide consistent opportunity for support and enrichment as needed. Students who consistently and independently exceed grade level expectations through 3rd grade may be placed in a compacted 4th and 5th grade curriculum and continuing on an accelerated math track. Individual students may be accelerated one or more curriculum levels based on input from parents and staff using results of current assessment data. A common 3rd-8th grade math block allows for flexible grouping and appropriate placement without missing other important content.



Balanced Education - Social, Emotional, Physical and Academic Learning

- **Social** - Students will receive daily, proactive teaching of social skills necessary to communicate effectively, collaborate with peers and productively resolve conflict
- **Emotional** - Academic success and graduation rates are directly related to students' sense of belonging to their community
 - Students will receive instruction to support their self-understanding and self-regulation
- **Physical** - Movement is a critical part of learning and child development
 - School-wide movement, innovative furniture that allows for core rotation and rocking and Exercise Learning Centers are part of each child's daily routine
- **Academic** - The academic focus will be personalized and progressive
 - Student-led passion projects and interconnected project-based learning
 - 21st Century skills



Children Learn as they play.
Most importantly, in play children
learn how to Learn.

Fred Donaldson



Meadowlark School

Facilitating 21st Century Learning

State of the Art Learning Opportunities

Meadowlark School will be equipped with state-of-the-art technology:

- *Student Video Broadcast Studio**
- **Mobile Science, Technology, Engineering and Mathematics SmartLabs**
- ***MakerSpaces**
- ****Exercise Learning Centers**
- *****Access personal devices and internet**

State of the Art Technology

Student Video & Broadcast Studio

Our Curiosity Center has a unique broadcast studio called “The Hive.” This area will have high tech video and photography equipment as well as advanced video editing equipment to allow our students to create state-of-the-art displays of their learning. We will also have a student team that will produce a morning announcement broadcast that will be shown in all learning communities.

- Live daily newscast replaces announcements
- Led and produced by 7th and 8th grade students
- Advanced presentations of learning
- Mobile broadcasts of sporting events, special presentations, programs and celebrations



State of the Art Technology

Makers Culture

Each learning community has a designated area for messy, noisy and creative learning and prototyping. In addition to basic creative art supplies and materials, we are developing focuses for the MakerSpaces that may include Alternative and Renewable Energy, Circuitry, Mechanics and Structures, Scientific Data Analysis, Computer Graphic Systems, Digital Communication Systems, Robotics and Software Engineering.

- 1) Design Thinking processes
- 2) Makerspaces in each learning community - create innovative and creative prototypes and designs
- 3) Curiosity Center (Library)
 - a) Connection with art program and digital arts
 - b) Hub of school
 - c) Literacy and innovation

State of the Art Technology **Exercise Learning Centers**

- Learn through movement
- Self-regulation through exercise
- Increase attention and focus through exercise
- Decrease disciplinary actions by engaging students before problems occur
- Fun while learning!
- Regular, sustained physical activity has many proven links to healthy lifestyles and improved learning. Students with ADD/ADHD and other active learners represent a disproportionate percentage of behavior issues and referrals for special education services. Daily physical movement will be a part of our program for students and staff. We will investigate successful school programs as we design our movement component. In addition to all-school movement, each Makerspace studio will have exercise equipment available to help students learn to self-regulate and release energy while learning.

State of the Art Technology

Mobile SmartLabs

Technologies focusing on Science, Technology, Engineering and Mathematics

- Robotics
- Mechanical engineering
- Software engineering
- Electrical engineering
- Renewable energy
- Circuitry
- Computer graphic design
- Digital communications

State of the Art Technology

Access to Personal Learning Devices

- Chromebooks in every learning community
- iPads
- Laptop computers
- Collaborative technology presentations and sharing
- Student phones and devices (after completing digital literacy and responsibility course)
- Global networking and collaboration
- Wireless access throughout building

State
of the Art
Technology

**Innovative
Facility
Design!**



Fielding Nair
International
and The
Cunningham
Group have
teamed up to
create a
state-of-the-art
learning facility



FLEXIBLE SPACES

- Access to technology
- Collaboration
- Inquiry based learning

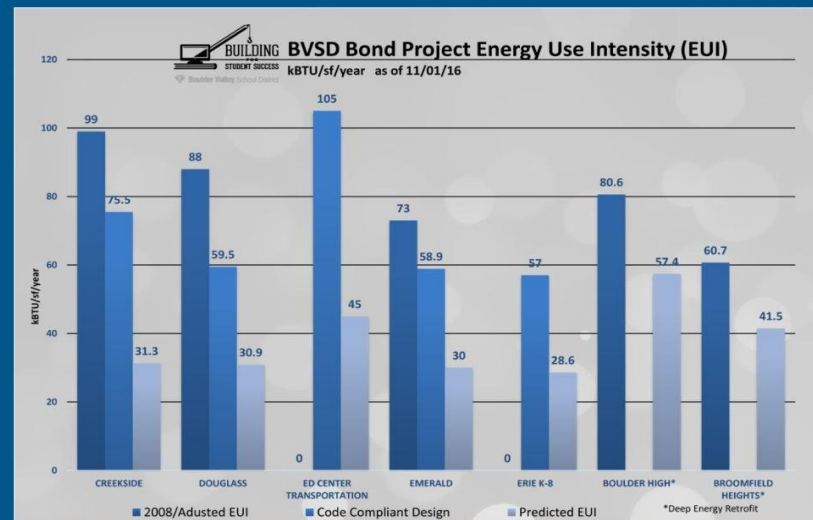
ENERGY EFFICIENCY

- Reduced reliance on electricity
- Efficient heating and cooling

The Building for Student Success Program

Making significant strides toward meeting energy goals and saving money. Energy modeling for the first round of projects predicts a **52 percent energy efficiency improvement** compared to the current buildings. The modeling was done for new buildings and schools that underwent significant renovation. This energy reduction will translate to more than \$170,000 in utility cost savings annually.

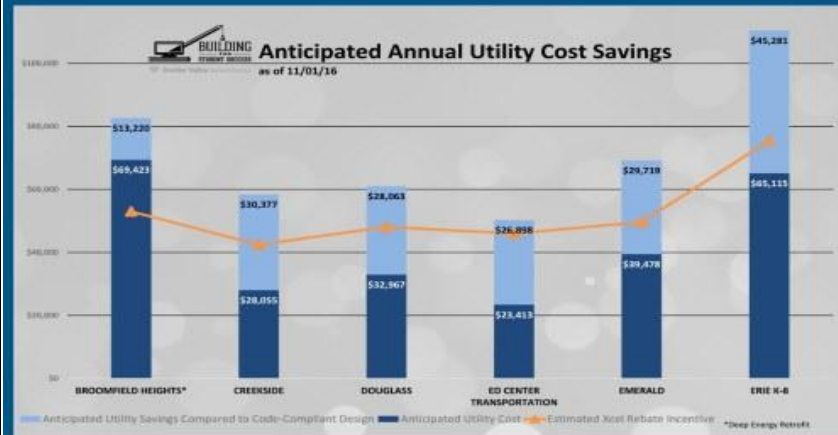
[MEADOWLARK SCHOOL ENERGY EFFICIENCY.....](#)



80.4
Average EUI "before"

37.8
Average EUI "after"

52%
Efficiency Improvement



+\$170K
Annual utility savings

+\$300K
Xcel Energy Rebates



Radiant Floor Heating!

Learning Community

Meadowlark School does not have typical corridors and classrooms.

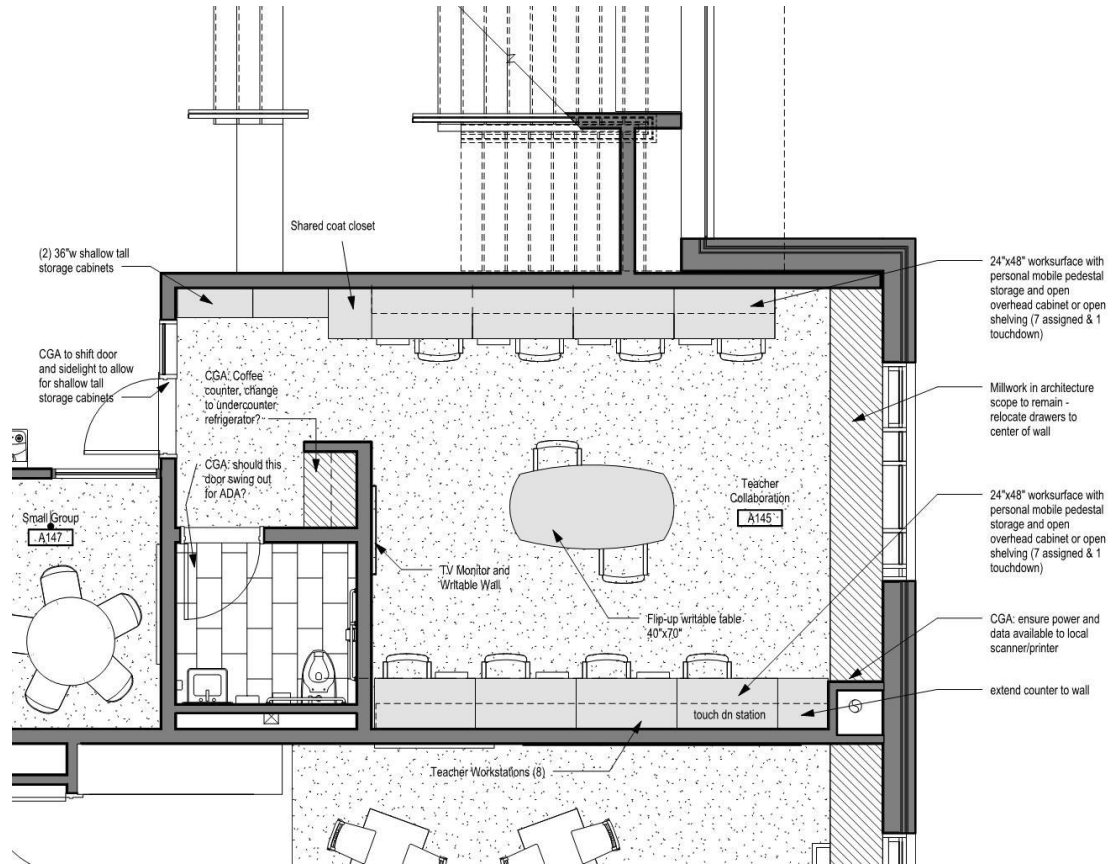
Students will not be assigned to homeroom teachers and teachers will not have individual classrooms.

The school is organized into six learning communities (Fine Arts, PK/K, 1st/2nd, 3rd/4th, 5th/6th and 7th/8th). Each learning community has commons areas, learning studios, flex studios (science and makerspace) and small group collaboration areas. Teaching teams will work collaboratively to utilize spaces and flexible grouping arrangements to meet the needs of their learning community.



Teacher Collaboration Rooms

The foundation of Meadowlark School is the collaborative environment. Teacher collaboration, sharing resources, and providing critical feedback to each other is a proven method of sustained school improvement. The Learning Community model as well as the intentional collaboration areas center around teachers collaborating with each other, students, families, and the community. Teachers do not have their own classrooms or offices in the new Erie School. Each learning community has a teacher collaboration area that has work space for 6-8 teachers and a collaborative conference table.



The HEART and Cafe'

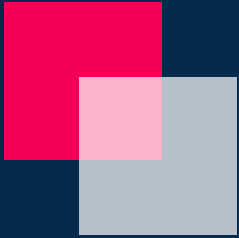
The Heart area is our “cafeteria extraordinaire!” This space is intended to promote community building events, encourage collaboration and socialization and is one of the primary areas designated to showcase public presentations of learning. The cascading staircase, huge movie screen and amazing sound system and access to the Curiosity Center and all Learning Communities makes the center of our building the “Heart” of our learning community!



Curiosity Center

At the heart of Meadowlark School is our innovative collaborative learning space called the Curiosity Center. The Curiosity Center blends the traditional library, digital literacy, makerspace, advanced technology and the Student Broadcast Studio. The purpose of the Curiosity Center is to create a culture of lifelong learners and a community of digital citizens.





Curiosity Center

The library functions as the learning hub and heart of the school that reaches beyond its four walls to include online and blended resources. The Curiosity Center contains books and resources, and serves as a “curiosity commons.” This unique area provides a place for students to learn, collaborate, think, create, read, investigate, tinker, and much more. This space will personalize learning for each member of our community. Part of our mission is to create lifelong learners, and this includes lifelong readers—which is why reading will still be a focus for our libraries. The goal with the space is to make it flexible for the new learning landscape. Information and technology should be ubiquitous so students have access to the tools needed to realize the innovation principles of connections with experts, inquiry based learning and student publishing using digital tools. In addition, the library should always be within “reach.” Our 1: Web program extends the library experience for students to the rest of the school and at home.



FURNITURE REVIEW WITH BOULDER COMMERCIAL INTERIORS (BCI)

Great Links:

[KIDS LOVE NEW SCHOOL](#)

[MEADOWLARK SCHOOL FLYOVER](#)

[ENTRY/HEART/ CURIOSITY CENTER](#)

[LEARNING COMMUNITY](#)

[PK/K LEARNING COMMUNITY](#)

[BVSD INNOVATION WEBSITE](#)



Meadowlark School

Frequently Asked Questions

The following slides contain answers to the questions we have gathered at our Community Meetings, by email, and in person.

The title of each slide contains the link to the entire FAQ document located on the [Meadowlark Website](#).

Frequently Asked Questions

What will the hours be for Meadowlark School?

The K-8 day will be 7 hours and half-day preschool and kindergarten sessions will be 3 hours. School begins at 8:40 a.m. and ends at 3:40 p.m. Half day kindergarten and preschool will be 8:40 - 11:40 am and 12:40 - 3:40 pm.

Where will busing be available?

Busing questions are difficult to answer without knowing where you live. The simple explanation is elementary students are provided busing if they live more than 1.5 miles from school and middle level students are offered busing if they live more than 2.0 miles from school. If there is not a "safe route" to school, students may be offered busing closer than those guidelines. There are several areas close to Meadowlark that do not have sidewalks or a safe place to cross busy streets that will be offered transportation. Transportation will be established this spring after enrollment is complete.

Frequently Asked Questions

Will Meadowlark School have preschool?

Yes. Children may enroll in our preschool programs if they are three years of age by September 30, 2017. Children identified through Child Find as having a developmental delay or learning disability may be eligible to begin on their third birthday. We will have two sections of our integrated preschool programs. Integrated preschools have approximately 1/3 of the students with Individual Education Programs (IEPs) for learning disabilities or developmental delays, 1/3 receive tuition support based on income and 1/3 are regular tuition paying positions. Our integrated preschool programs meet Tuesday through Friday for three hours per session. We are also hosting an additional program call Color Me Smart PreSchool that meets 5 full days days/week. We also have before and after school daycare options for preschool age children as well as K-8.

[Early Childhood Education Community Mtg. Presentation 1-3-2017](#)

Frequently Asked Questions

Will there be full-day kindergarten at Meadowlark School?

Kindergarten students will have the opportunity to enroll in the BVSD Kindergarten Enrichment Program (<http://www.bvsd.org/Ke/Pages/default.aspx>) in addition to the regular kindergarten program for the 2017-2018 school year. BVSD continues their work on the possibilities of a full-day Kindergarten program and we are hopeful for the 18-19 school year.

Will childcare be available at Meadowlark School?

Yes. We are working with BVSD Community Schools to provide childcare on campus. We will provide before and after school child care for K-8 students as well as preschool age children from 7am until 6pm.

[Early Childhood Education Community Mtg. Presentation 1-3-2017](#)

Frequently Asked Questions

What activities and athletics will be offered for the elementary and middle level programs?

Meadowlark will offer all programs available in other BVSD schools including club activities, extra-curricular activities, intramural athletics, and interscholastic athletics. Typically, schools choose clubs and activities based on student interest and the availability of adult sponsors with the appropriate training to lead the activity. Our clubs and activities will be created with input from our students and staff as our community forms. Elementary clubs and activities will include, but are not limited to intramural sports, student council, choir and art groups. At the middle school level, there are established sports and activities as part of the BVSD Middle Level Activities Council, of which Meadowlark students will have access. These include, but are not limited to Student Council, yearbook, football, volleyball, cross country, track, basketball, soccer, wrestling and skiing.

In the event we are not able to field a complete Meadowlark team due to our size and enrollment (i.e. MS tackle football, ski team, etc.), we will partner with Angevine, Nederland, or other BVSD middle schools to offer the program. In this situation, a coach from Meadowlark will accompany students on an activity bus to practices and events.

Frequently Asked Questions

What special opportunities or electives are available for middle level students?

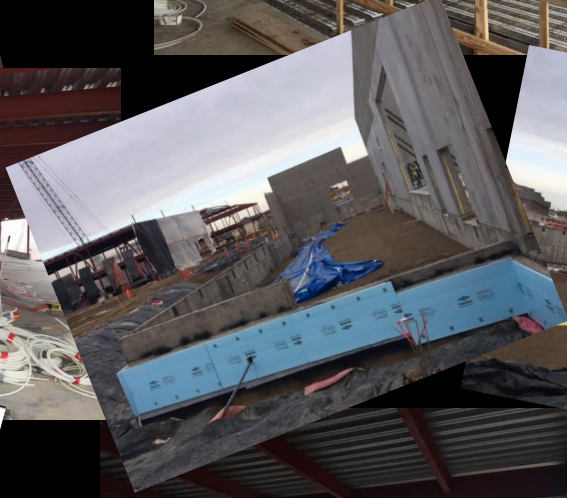
Students will have "voice and choice" in their learning both through project-based learning and in their choice times. Some of the choice activities we are exploring are culinary arts, student broadcast (news) studio, robotics, mechanical, software and electrical engineering, renewable energy, circuitry, computer graphic design, digital communications, student mentoring for learning disabled students, student mentoring of young children, and gardening. We are excited about the opportunities for middle level students and are confident the experience will be amazing!



Frequently Asked Questions

How will the needs of students identified as Talented and Gifted (TAG) be met in the Learning Community model? Will this be a TAG Focus School?

Meadowlark School will not be a “Focus School;” however, there will be an intense focus on personalizing learning to make sure it is challenging, meaningful and engaging for every student. Students who are currently identified as Talented and Gifted under BVSD’s identification process will continue to receive the support and enrichment identified in their Individual Learning Plans. Students who demonstrate exceptional background knowledge and skills will be engaged in challenging and meaningful learning opportunities to enrich their learning. Learning will be personalized for each student and families will be involved in developing plans to support student needs. The flexible grouping within the learning community will ensure all students receive instruction at their current level of performance and will be engaged in rigorous projects to ensure academic growth. All students will learn how to take the lead role in their own learning and teacher advisors will monitor their work and progress.



Frequently Asked Questions

How do kids with attention or sensory issues do in these environments?

The ability to choose working environments, innovative furniture that allows controlled movement while learning and the added benefits of incorporating movement and physical activity within the learning environment have proven benefits for children with sensory needs and attention issues. The entire building is being furnished with innovative, state of the art furniture. Along with the classroom furniture, there are also Exercise Learning Centers to provide gross motor physical activity in addition to the core motion and balance provided by the furnishings. The innovative design of the building provides many different working environments and rooms of all sizes to support grouping arrangements. An important part of the design is to support social and emotional skills including self-regulation.



Frequently Asked Questions

Will there be recess?

All students will have daily break and play time. The BVSD Wellness Policy recommends 40 minutes a day of play time for elementary students. We believe recess is important for middle school students too. The different innovative play areas have been designed to meet the needs of students in grades PK-8.

Will there be a daily school-wide movement program like some St. Vrain schools are providing?

Meadowlark will focus on educating the “whole child”- social, emotional, physical and academic learning will be embedded daily. We are planning to implement daily, active movement into our program for all students and staff. In addition, we are working to add Exercise Learning Centers into each of our five learning communities so students who need more movement have an immediate opportunity. Physical movement has many proven, positive effects on health, attitude and academic learning.

Frequently Asked Questions

Will there be a parent and teacher group? When will it form?

The time has arrived for us to begin organizing our formal Parent/Teacher Association (PTA). I would like to invite everyone who is interested in having a leadership role (board members and officers) in the PTA to join us on **Monday, April 17 from 6:00 - 7:30 pm** in the PD Crescent room at the BVSD Education Center at 6500 Arapahoe Avenue. You will need to enter and exit through the southeast Security entrance, where you will be asked to sign in and put on a visitor's badge.

At Meadowlark, we will also involve students in this leadership group, but will wait until school begins before we add the students into our PTSA. Student representatives will be selected by their teachers and peers in the first month of school.

I have invited Rachel Vallier, who is the president of the Colorado PTA, to join us to explain the reasons it is important to be an officially affiliated PTA and to discuss typical organizational structure of the PTA. We will create the process for nomination and selection of officers during this meeting.

For all other parents who would like to be involved in our PTA, our first meeting to plan activities and events is scheduled for **Monday, May 22 from 6-8 pm**, held at the Education Center 6500 Arapahoe Avenue, Boulder, CO 80303. You will need to enter and exit through the southeast Security entrance, where you will be asked to sign in and put on a visitor's badge.



Our school is organized into five learning communities - PK/K, 1st/2nd, 3rd/4th, 5th/6th and 7th/8th. At full capacity, each learning community can serve 150 students. There will be approximately one teacher for every 25 students within the learning community plus additional staff providing support to meet special needs within the community.



Frequently Asked Questions

Is Meadowlark School a focus or charter school?

Charter schools are public schools operating under a “charter,” which is essentially a contract between the school and the local Board of Education. The charter allows the school significant autonomy to pursue specific educational objectives. The autonomy allows the school considerable decision-making authority over key matters of curriculum, personnel, and budget. Students attend charter schools by the choice of their parents or guardians rather than by assignment by the school district.

BVSD policy explains that, “Focus school programs include both educational programs in separate schools and identifiable programs within neighborhood schools. Focus school programs, while implementing the School District curriculum to meet District standards, have a distinct theme or philosophy that may include varying instructional methodologies, different sequences for instruction, and supplementary content.”



Frequently Asked Questions

Meadowlark School is not a charter or focus school by definition, but will be a school with an intense focus on four cornerstone values:

- 1) *Learning Community* 2) *Personalized, student-led learning* 3) *Balanced Education* 4) *Partnerships*

Meadowlark School will follow the BVSD curriculum and content standards and will remain accountable to the high expectations of our school district. Our instruction will focus on both content knowledge and developing students' 21st Century Learning Learning Skills as identified in the P21 Framework for 21s Century Learning. Those learning skills are:

- *Critical thinking and problem-solving*
- *Collaboration*
- *Communication*
- *Creativity and innovation*

Frequently Asked Questions

A major difference between a “Focus School” and our school with focus areas is one of our cornerstone values is creating partnerships to support students. These partnerships involve collaborating with the student, families and the community to create unique opportunities and goals for each student. Personalized learning is our ultimate goal and expectation, which means there may be different focuses for different students unlike a “Focus School” with a focus area for all students.

Will the school be complete on August 17, 2017?

The timeline and construction schedule for Meadowlark School is very ambitious. We are currently right on the proposed schedule. The current plan is for school to open in August, 2017 with final finish work, detailing, landscaping, etc. to continue while school is in session. Once the official boundaries are established by the BVSD Board of Education, the community will begin receiving communication about the school including construction updates.



3.31.17



Thank you for your time!