

Appendix A

THE HUNDRED

by Loris Malaguzzi (The founder of the first schools in Reggio Emilia, Italy.)

Invece il cento c'è

*Il bambino
è fatto di cento.
Il bambino ha
cento lingue
cento mani
cento pensieri
cento modi di pensare
di giocare e di parlare
cento sempre cento
modi di ascoltare
di stupire di amare
cento allegrie
per cantare e capire
cento mondi
da scoprire
cento mondi
da inventare
cento mondi
da sognare.
Il bambino ha
cento lingue
(e poi cento cento cento)
ma gliene rubano novantanove.
La scuola e la cultura
gli separano la testa dal corpo.
Gli dicono:
di pensare senza mani
di fare senza testa
di ascoltare e di non parlare
di capire senza allegrie
di amare e di stupirsi
solo a Pasqua e a Natale.
Gli dicono:
di scoprire il mondo che già c'è
e di cento
gliene rubano novantanove.
Gli dicono:
che il gioco e il lavoro
la realtà e la fantasia
la scienza e l'immaginazione
il cielo e la terra
la ragione e il sogno
sono cose
che non stanno insieme.
Gli dicono insomma
che il cento non c'è.
Il bambino dice:
invece il cento c'è.*

No way. The hundred is there.

*The child
is made of one hundred.
The child has
a hundred languages
a hundred hands
a hundred thoughts
a hundred ways of thinking
of playing, of speaking.
A hundred always a hundred
ways of listening
of marveling, of loving
a hundred joys
for singing and understanding
a hundred worlds
to discover
a hundred worlds
to invent
a hundred worlds
to dream.
The child has
a hundred languages
(and a hundred hundred hundred more)
but they steal ninety-nine.
The school and the culture
separate the head from the body.
They tell the child:
to think without hands
to do without head
to listen and not to speak
to understand without joy
to love and to marvel
only at Easter and at Christmas.
They tell the child:
to discover the world already there
and of the hundred
they steal ninety-nine.
They tell the child:
that work and play
reality and fantasy
science and imagination
sky and earth
reason and dream
are things
that do not belong together.
And thus they tell the child
that the hundred is not there.
The child says:
No way. The hundred is there.
(translated by Lella Gandini)*

Appendix B

A+ Essentials

<p style="text-align: center;">Arts</p> <p><i>In A+ Schools the arts are:</i></p> <ul style="list-style-type: none"> • inclusive of drama, dance, music, visual arts and creative writing • included in curriculum design • integrated within 'academic' content areas • taught daily • valued as essential to learning and personal experiences • part of the whole school's identity 	<p style="text-align: center;">Curriculum</p> <p><i>In A+ Schools curriculum is addressed through the use of:</i></p> <ul style="list-style-type: none"> • curriculum mapping by all teachers and specialists • thematic webbing reflecting both horizontal and vertical alignment • essential questions • teacher created interdisciplinary thematic units • cross-curricular and two-way integration 	<p style="text-align: center;">Multiple Intelligences</p> <p><i>In A+ Schools MI theory:</i></p> <ul style="list-style-type: none"> • is used daily within planning & assessment • is understood by administration, teachers, students & parents • is studied and implemented... with a continued emphasis to explore new research • creates balanced learning opportunities for students 		
<p style="text-align: center;">Experiential Learning</p> <p><i>In A+ Schools Experiential learning:</i></p> <ul style="list-style-type: none"> • is grounded in arts-based instruction • is a creative process • acknowledges a range and variety of entry points • includes differentiated instruction • provides multifaceted assessment opportunities 	<p style="text-align: center;">Collaboration</p> <p><i>In A+ Schools collaboration:</i></p> <ul style="list-style-type: none"> • is intentional and valued • is given priority by providing time for classroom and special area teachers to plan together • occurs throughout the day • includes teachers, students, families, & local community • includes broad-based leadership 	<p style="text-align: center;">Climate</p> <p><i>In A+ Schools climate improves because:</i></p> <ul style="list-style-type: none"> • teachers grow professionally • morale improves • stress is reduced • teachers better manage the arts in their classrooms • teaching and learning through arts and MI is fun • A+ whole school reform is exciting 		
<table border="1" style="width: 100%;"> <tr> <td data-bbox="154 1249 630 1759"> <p style="text-align: center;">Enriched Assessment</p> <p><i>In A+ Schools Enriched Assessment is</i></p> <ul style="list-style-type: none"> • designed for learning • inclusive of Arts and MI • on-going and integrated • experiential and collaborative • a reflective practice • used to help meet school system requirements • used as a self-assessment tool by teachers & students </td> <td data-bbox="630 1249 1144 1759"> <p style="text-align: center;">Infrastructure</p> <p><i>In A+ Schools infrastructure supports the philosophy by:</i></p> <ul style="list-style-type: none"> • addressing logistics of daily school routines • providing appropriate space for the arts • continually developing faculty commitment • creating a shared vision • providing relevant professional development • supporting team building </td> </tr> </table>		<p style="text-align: center;">Enriched Assessment</p> <p><i>In A+ Schools Enriched Assessment is</i></p> <ul style="list-style-type: none"> • designed for learning • inclusive of Arts and MI • on-going and integrated • experiential and collaborative • a reflective practice • used to help meet school system requirements • used as a self-assessment tool by teachers & students 	<p style="text-align: center;">Infrastructure</p> <p><i>In A+ Schools infrastructure supports the philosophy by:</i></p> <ul style="list-style-type: none"> • addressing logistics of daily school routines • providing appropriate space for the arts • continually developing faculty commitment • creating a shared vision • providing relevant professional development • supporting team building 	
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Appendix C

MMSD
Administration

MTI

MMSD
School Board

MMSD
Bridging Committee

The Studio School, Inc. Founding Board of Directors
President: Nancy D Vice President: Lauren C Treasurer: Paul D Secretary: (?) Parent: Kim S Parent: Sarah G Parent: Sigrid S Parent: Lisa M Community Arts: Amy C Community Tech: Cliff C Community Educ: Community Bsns: Community Legal:

The Studio School Site Council
President: Vice President: Nancy Donahue Treasurer: Lauren Cunningham Principal: (non voting) Teaching staff: Teaching Staff: Parent: Parent: Parent: Parent: Community: Community: Community:

The Studio School Advisory Board
Technology: Eric H Art: Karin W Pedagogy: Carl W Curriculum: Linda D Fundraising: Dan M Chartering: Senn B Outreach Planning: (proposed) Centro Hispano 100 Black Men Asian Outreach MSCR: MCM: Brenda Baker Overture Center: Susan Crofton